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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 8 Number 5

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Research in Education

ED 070 902 - 072 315

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66. Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **EDRS Price MF-\$0.65 HC-\$6.58**

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Report Number and/or Bureau Number—assigned by originator. **Report No.—NDEA-VIIB-449**

Descriptive Note. **Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli. Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

Identifiers—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index. **Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors. **Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.**

Informative Abstract. **The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.**

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

Document Résumés

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
AC—Adult Education	5-14	LI—Library and Information Sciences.....	104-113
CG—Counseling and Personnel Services.....	14-20	PS—Early Childhood Education.....	113-121
CS—Reading and Communication Skills.....	20-37	RC—Rural Education and Small Schools	121-129
EA—Educational Management	37-45	SE—Science, Mathematics, and Environmental Educa- tion	129-141
EC—Exceptional Children	46-54	SO—Social Studies/Social Science Education	141-151
EM—Educational Media and Technology.....	54-79	SP—Teacher Education	151-157
FL—Languages and Linguistics	79-88	TM—Tests, Measurement, and Evaluation	157-167
HE—Higher Education	88-101	UD—Disadvantaged.....	168-177
JC—Junior Colleges	101-104	VT—Vocational and Technical Education.....	177-197

AC

ED 070 902 AC 014 019

Lackey, L. L. And Others

The Effects of Command Position upon Evaluations of Leader Behavior.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-72-32

Pub Date Nov 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Decision Making, *Leadership, *Leadership Responsibility, Leadership Training, Military Personnel, Military Training, *Motivation, Motivation Techniques, *Officer Personnel, *Personnel Evaluation, Questionnaires, Research Methodology, Technical Reports

The study was designed to determine the effects of command position—battalion commander and company commander—upon evaluations of the desirability of certain leader actions. Twenty-two U.S. Army officers who had served as battalion commanders (Group I) and 22 who had served as company commanders (Group II) rated 36 leader actions on their desirability for battalion and for company commanders. Battalion commanders do not differentiate between the two command levels on the desirability of leader actions. Company commanders differentiate about actions concerned with the centralization of authority and responsibility and consider these to be more desirable for both command levels. Both groups rated positive motivation and emotional support as desirable and punitive or negatively motivating actions as slightly undesirable. The implications of the differences in expectations about leader behavior on effective organizational functioning, leadership doctrine, and training are discussed. (Author)

ED 070 903 AC 014 020

Adult Continuing Educational Opportunities: A Catalog for Government Employees in the Washington Metropolitan Area.

Civil Service Commission, Washington, D. C. Training Assistance Div.

Report No.—CSC-T19-1972

Pub Date 72

Note—394p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 0600-0634, \$1.50)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Adult Education Programs, *Adult Vocational Education, *Catalogs, Course Descriptions, Directories, Educational Certificates, Educational Opportunities, Educational Programs, Equivalency Tests, Federal Government, *Government Employees, Job Skills, Post Secondary Education, Secondary Education

Identifiers—District of Columbia, *Washington

This catalog is designed to provide Government agencies in Washington, D.C., with information on local educational and training resources. Its purpose is to aid personnel officers and training directors in planning educational programs for lower-level Federal employees that will lead to greater job efficiency and further advancement. Sections I and II consist of an introduction and instructions for using the catalog. In the largest section (III), courses are listed alphabetically under subject headings, and the number of credits, local institution, and course length and description are provided for each. Prerequisites are given where applicable. Subsequent sections focus on high school completion and the GED; Certificate and Degree Programs, One- and Two-Year Curriculums, and a Directory of Schools (listed in the catalog, with general information on each). Appendices I and II consist of sample programs for completing high school and a two-year certificate or degree, respectively. An index of courses is provided. (KM)

ED 070 904 AC 014 021

Harris, Dolores M.

Creating Adult Basic Education Programs.

Glassboro State Coll., N.J.

Pub Date [72]

Note—25p.; Paper prepared for National Right to Read Training Conference

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Development, Adult Education Programs, Adult Literacy, Adult Reading Programs, *Adult Vocational Education, *Disadvantaged Groups, *Educationally Disadvantaged, Educational Needs, *Literacy Education, Models, Program Descriptions, Program Evaluation, Socioeconomic Status, Speeches, Student Evaluation

Adult basic education programs must teach the "social living skills" disadvantaged adults need, as well as basic literacy skills. In creating an ABE program, one must first assess the needs of the target population—through surveys, group meetings, an advisory council of members of the target population, demographic studies, and consideration of physical requirements. Population needs, facilities, staff, budget, and time schedule

determine the type of organizational model used—community-based, home-based, employment-based, institution-based, community college-based, or public school-based. Instructional designs may take the form of a laboratory program, a traditional classroom, individualized instruction, a tutorial program, or a combination of approaches. Recruitment can best be accomplished through personal canvassing, linkages with agencies serving the target population, use of the mass media and other public relations efforts, and cooperative efforts with business, industry, and labor groups. Retention of students depends on such factors as the sympathy and sensitivity of the staff, the physical facilities, a sense of social ease, and the relevance of the curriculum. Student evaluation, on an individual basis, through informal or formal testing is necessary for initial placement, individual prescriptions, and assessment of progress. Program evaluations, and changes based on them, are essential to assure that the program is meeting its objectives. (KM)

ED 070 905 AC 014 047

Words that Paint Pictures: Level II, Unit 5, Lesson 1; Devices Used in Literature: Lesson 2; The Meaning of Literary Devices: Lesson 3; Periods and Levels of Writing: Lesson 4; Qualities of Good and Bad Writing: Lesson 5. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-43; PM-431-44; PM-431-45; PM-431-46; PM-431-47

Pub Date Nov 69

Note—136p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, *General Education, *Independent Study, Literary Conventions, Literature, Secondary Grades, Word Study Skills, Writing Skills

This self-study program for high-school level contains lessons on: Words That Paint Pictures, Devices Used in Literature, The Meaning of Literary Devices, Periods and Levels of Writing, and Qualities of Good and Bad Writing. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 906 AC 014 048

What to Look for in Narrative Writing: Level II, Unit 6, Lesson 1; Interpreting Figurative Writing: Lesson 2; Keeping Track of the Subject in Writing: Lesson 3; Reading Literature for Understanding: Lesson 4. Advanced General Edu-

Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.
Report No.—PM-431-48; PM-431-49; PM-431-50; PM-431-51

Pub Date Nov 69
Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, *General Education, *Independent Study, Literature, Reading Comprehension, Secondary Grades, Writing Skills

This self-study program for the high-school level contains lessons on: What to Look for in Narrative Writing, Interpreting Figurative Writing, Keeping Track of the Subject in Writing, and Reading Literature for Understanding. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 907

AC 014 049

Life Functions and Cells: Level II, Unit 7, Lesson 1; Cell Structure: Lesson 2; Tissues, Organs, Systems: Lesson 3; Growth and Nutrition: Lesson 4; Metabolism: Lesson 5. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-52; PM-431-53; PM-431-54; PM-431-55; PM-431-56

Pub Date Nov 69
Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, Biology, *Course Content, Credit Courses, *General Education, Health Education, Human Body, *Independent Study, Secondary Grades

This self-study program for high-school level contains lessons on: Life Functions and Cells; Cell Structure; Tissues, Organs, Systems; Growth and Nutrition; and Metabolism. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 908

AC 014 050

Algebra: Level II, Unit 8, Lesson 1; Powers and Roots: Lesson 2; Geometry: Lesson 3; Number Series: Lesson 4. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-57; PM-431-58; PM-431-59; PM-431-60

Pub Date Nov 69
Note—199p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Education, Achievement Tests, Algebra, *Autoinstructional Aids, *Course Content, Credit Courses, *General Education, Geometry, *Independent Study, Mathematics Education, Number Systems, Secondary Grades, Secondary School Mathematics

This self-study program for high-school level contains lessons on: Algebra, Powers and Roots, Geometry, and Number Series. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 909

AC 014 051

Speed, Acceleration, and Velocity: Level II, Unit 9, Lesson 1; Force, Mass, and Distance: Lesson 2; Types of Motion and Rest: Lesson 3; Electricity and Magnetism: Lesson 4; Electrical, Magnetic, and Gravitational Fields: Lesson 5; The Conservation and Conversion of Matter and Energy: Lesson 6; Simple Machines and Work: Lesson 7; Gas Laws: Lesson 8; Principles of Heat Engines: Lesson 9; Sound and Sound Waves: Lesson 10; Light Waves and Particles: Lesson 11; Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-61; PM-431-62; PM-431-63; PM-431-64; PM-431-65; PM-431-66; PM-431-67; PM-431-68; PM-431-69; PM-431-70; PM-431-71; PM-431-72

Pub Date Nov 69
Note—433p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, *General Education,

*Independent Study, Physics, Secondary Grades

This self-study program for high-school level contains lessons on: Speed, Acceleration, and Velocity; Force, Mass, and Distance; Types of Motion and Rest; Electricity and Magnetism; Electrical, Magnetic, and Gravitational Fields; The Conservation and Conversion of Matter and Energy; Simple Machines and Work; Gas Laws; Principles of Heat Engines; Sound and Sound Waves; Light Waves and Particles; and The Behavior of Light Rays. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 910

AC 014 052

Free Enterprise and Government Regulation: Level III, Unit 1, Lesson 1; Social Legislation: Lesson 2; Taxes: Lesson 3. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-78; PM-431-79; PM-431-80

Pub Date Nov 69

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, Economics, Federal Legislation, *General Education, Government Role, *Independent Study, Secondary Grades, Social Welfare, Taxes

This self-study program for high-school level contains lessons on: Free Enterprise and Government Regulation; Taxes; and Social Legislation. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 911

AC 014 053

Free Trade and Tariffs: Level III, Unit 2, Lesson 1; Capitalism, Communism, Socialism: Lesson 2; Nationalism vs. Internationalism: Lesson 3. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-81; PM-431-82; PM-431-83

Pub Date Nov 69

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, Exports, *General Education, Imperialism, *Independent Study, International Trade Vocabulary, Nationalism, Political Science, Secondary Grades, Taxes

This self-study program for high-school level contains lessons on: Free Trade and Tariffs; Capitalism, Communism, Socialism; and Nationalism vs. Internationalism. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 912

AC 014 054

Plants and Photosynthesis: Level III, Unit 3, Lesson 1; The Human Digestive System: Lesson 2; Functions of the Blood: Lesson 3; Human Circulation and Respiration: Lesson 4; Reproduction of a Single Cell: Lesson 5; Reproduction by Male and Female Cells: Lesson 6; The Human Reproductive System: Lesson 7; Genetics and Heredity: Lesson 8; The Nervous System: Lesson 9; The Glandular System: Lesson 10. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-84; PM-431-85; PM-431-86; PM-431-87; PM-431-88; PM-431-89; PM-431-90; PM-431-91; PM-431-92; PM-431-93

Pub Date Nov 69

Note—365p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, Biology, *Course Content, Credit Courses, *General Education, Human Body, *Independent Study, Photosynthesis, Plant Growth, Secondary Grades

This self-study program for the high-school level contains lessons in the following subjects: Plants and Photosynthesis; The Human Digestive System; Functions of the Blood; Human Circulation and Respiration; Reproduction of a Single Cell; Reproduction by Male and Female Cells; The Human Reproductive System; Genetics and

Heredity; The Nervous System; and The Glandular System. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

ED 070 913

AC 014 055

Difficult Words to Spell: Level III, Unit 4, Lesson 1; Sentences and Their Parts: Lesson 2; Adjectives and Adverbs: Lesson 3; Comparative Forms: Lesson 4; Spelling ie and ei Words: Lesson 5; Using Negatives Correctly: Lesson 6; Using Prepositions and Prepositional Phrases: Lesson 7; Spelling -ance and -ence Words: Lesson 8; Subject and Object Pronouns: Lesson 9; Possessive and Reflexive Pronouns: Lesson 10; Possessive and Plural Nouns.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-94; PM-431-95; PM-431-96; PM-431-97; PM-431-98; PM-431-99; PM-431-100; PM-431-101; PM-431-102; PM-431-103; PM-431-104; PM-431-105; PM-431-106; PM-431-107; PM-431-108

Pub Date Nov 69

Note—353p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, Form Classes (Languages), *General Education, Grammar, *Independent Study, Secondary Grades, Spelling Instruction

This self-study program for the high-school level contains lessons in the following subjects: Difficult Words to Spell; Sentences and Their Parts; Adjectives and Adverbs; Comparative Forms; Spelling ie and ei Words; Using Negatives Correctly; Using Prepositions and Prepositional Phrases; Spelling -ance and -ence Words; Subject and Object Pronouns; Possessive and Reflexive Pronouns; Possessive and Plural Nouns; Spelling Confusing Word Pairs; Subject and Verb Agreement; Past Verb Forms; and Spelling More Difficult Words. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

ED 070 914

AC 014 056

Spelling Endings Added to e: Level III, Unit 5, Lesson 1; Capitalization: Lesson 2; Question Marks and Exclamation Points: Lesson 3; Quotation Marks: Lesson 4; Spelling Double Letter Demons: Lesson 5; Colons and Dashes: Lesson 6; Punctuating Series with Commas and Semicolons: Lesson 7; More Confusing Word Pairs: Lesson 8; Separating Sentence Parts with Punctuation: Lesson 9; Other Uses for Commas and Semicolons.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-109; PM-431-110; PM-431-111; PM-431-112; PM-431-113; PM-431-114; PM-431-115; PM-431-116; PM-431-117; PM-431-118; PM-431-119

Pub Date Nov 69

Note—218p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, Capitalization (Alphabetic), *Course Content, Credit Courses, *General Education, *Independent Study, Punctuation, Secondary Grades, Semantics, Spelling Instruction

This self-study program for the high-school level contains lessons in the following subjects: Spelling Endings Added to e; Capitalization; Question Marks and Exclamation Points; Quotation Marks; Spelling Double Letter Demons; Colons and Dashes; Punctuating Series with Commas and Semicolons; More Confusing Word Pairs; Separating Sentence Parts with Punctuation; Other Uses for Commas and Semicolons; and More Special Spelling Problems. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

ED 070 915

AC 014 057

Spelling More Endings: Level III, Unit 6, Lesson 1; Matching Sentence Parts: Lesson 2; Using the Right Sentence Connectives: Lesson 3; More Ways to Make Sentences Effective: Lesson 4; Last of the Confusing Word Pairs: Lesson 5. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-120; PM-431-121; PM-431-122; PM-431-123; PM-431-124

Pub Date Nov 69

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Education, Achievement Tests, *Autoinstructional Aids, *Course Content, Credit Courses, *General Education, *Independent Study, Secondary Grades, Sentences, Spelling Instruction, Word Recognition, Writing Skills

This self-study program for the high-school level contains lessons in the following subjects: Spelling More Endings; Matching Sentence Parts; Using the Right Sentence Connectives; More Ways to Make Sentences Effective; and Last of the Confusing Word Pairs. Each lesson concludes with a Mastery Test to be completed by the student. (DB)

ED 070 916 AC 014 058

Atomic Structure and Valence: Level II, Unit 10, Lesson 1; Chemical Bonding: Lesson 2; The Table of Elements: Lesson 3; Electrolysis: Lesson 4. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Report No.—PM-431-73; PM-431-74; PM-431-75; PM-431-76

Pub Date Nov 69

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, Achievement Tests, Atomic Structure, *Autoinstructional Aids, Chemical Bonding, Chemical Nomenclature, Chemical Reactions, Chemistry, *Course Content, Credit Courses, *General Education, *Independent Study, Secondary Grades

This self-study program for high-school level contains lessons on: Atomic Structure and Valence, Chemical Bonding, The Table of Elements, and Electrolysis. Each of the lessons concludes with a Mastery Test to be completed by the student. (DB)

ED 070 917 AC 014 059

Ryan, Leo V.

The Role of Protestant Churches, Jewish Synagogues, and the Roman Catholic Church in the American Adult Education Movement. Background Paper Number One.

United States Catholic Conference, Washington, D. C.

Spons Agency—Raskob Foundation for Catholic Activities, Inc., Wilmington, Del.

Pub Date 20 Oct 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Attendance Patterns, Bibliographies, *Church Role, *Courses, *Educational History, Educational Programs, Educational Research, Institutions, *Learning Motivation, Religious Education, Surveys, Technical Reports

This paper presents the findings of part of a larger study entitled "A Study of the Church's Expanding Role in Adult Education." The study has four parts: background and history of Roman Catholic Adult Education in the United States; demonstration research projects; feasibility study of central support services; and identification of diocesan needs and priorities in adult education with development and evaluation of diocesan proposals for implementation. Three papers present the background and history. This background paper presents a current survey of Adult Interest, Program Offerings, Adult Participation, and Adult Motivations for Programs in Religion, Morality or Ethics, together with a Historical Review of the Contributions of Protestant Churches, Jewish Synagogues and the Roman Catholic Church to the Adult Education Movement in the United States from 1600 to 1960. The findings of this paper are presented in two parts: I. Adult Education: Interest, Programs, Participation and Motivations—Attendance trends are discussed in the context of types of courses chosen, reason for attendance, nature of sponsoring institutions, and research available related to these factors; and II. The Adult Education Movement and the Role of Churches and Synagogues in American Adult Education—Summary sketch of the history of Jewish, Protestant, and Catholic efforts in adult education, with an overview of major trends and the reasons for the trends. (For related document, see AC 014 061.) (Author/DB)

ED 070 918 AC 014 061

The Church's Expanding Role in Adult Education. Summary Report of the Study Project. Paper Number Eight.

United States Catholic Conference, Washington, D. C.

Spons Agency—Raskob Foundation for Catholic Activities, Inc., Wilmington, Del.

Pub Date 27 Oct 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Catholic Schools, *Church Role, *Demonstration Projects, Economically Disadvantaged, Educational History, Educationally Disadvantaged, *Educational Research, Information Dissemination, Leadership Training, Program Descriptions, *Religious Education, Rural Population, Taxonomy

Findings of a four-part project undertaken to study the historical and philosophic dimensions of adult education within the Roman Catholic Church are summarized. The four parts of the study are as follows: Part I. Background and History of Roman Catholic Adult Education (1. An Overview of Jewish, Protestant, and Catholic Adult Education; 2. Historical Perspectives and Current Profiles of American Protestant Adult Education; and 3. Historical Perspectives and Current Profiles of American Catholic Adult Education); Part II. Demonstration Projects (4. Reports of an Experiment with Internship as a Model for Training Professional Leaders of Religious Education; 5. Report of a Project Designed to Overcome Educational Apathy—Religious Education—among the Rural-Poor); Part III. Three Studies of Expanded Central Support Services (6. Report of Three Studies Investigating the Feasibility of Expanded Central Information Services—Information Exchange, Employment, Consultant Support; and Part IV. Diocesan Needs (7. Adult Education: The Diocesan View of Needed Programs; 8. Summary Report of the Study Project entitled "The Church's Expanding Role in Adult Education"). A Taxonomy of Adult Education Activities is included, under the headings of Basic Education; Community, Culture and Environment; Personal and Family; Training Teachers and Leaders; and Religious Education. (For related document, see AC 014 059.) (DB)

ED 070 919 AC 014 064

Okes, Imogene E.

Adult Education in the Public Education System, States Summaries, 1968-69 and 1969-70. Progress Report.

National Center for Educational Statistics (DHEW/OE), Washington, D. C. Adult Vocational Education Surveys Branch.

Pub Date 16 Nov 72

Note—4p.; Report to the National Council of State Directors of Adult Education, Minneapolis, Minn., November 16, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Education Programs, Adult Vocational Education, *Enrollment Rate, Enrollment Trends, Public Education, *Public School Adult Education, Speeches, State Surveys, Statistical Data, Technical Reports

This progress report on the status of a survey of adult education in the public education system summarizes the findings of a State survey. The report of the survey, conducted under the auspices of NAPCAE and the National Council of State Directors of Adult Education, is scheduled for publication by the U. S. Office of Education this fiscal year. The survey reports on every State and outlying area, using only State-provided data. The report shows that enrollments in public school adult education have grown from 1.49% of the U. S. residential population in 1947-48 to 14.98% in 1969-70. Registrations in public school adult education exceeded the number of regular students in colleges and universities by about a million, for a total of over 8 million. The increase in instructional staff for adult education did not keep pace with the rise in enrollments. Tables in the report provide statistics for the Nation, the average State, some programs, and individual States. Some comparisons with population, per capita income, and other education-related statistics are made. Enrollments in adult education in the public education system are expected to continue to rise, due to higher educational expectations, increased resources and facilities, and an increasing adult population. (KM)

ED 070 920 AC 014 065

Charters, Margaret

Consumer Education Programming in Continuing Education.

Syracuse Univ., N. Y. ERIC Clearinghouse on Adult Education.; Syracuse Univ., N. Y. Publications Program in Continuing Education.

Report No.—ERIC-AE-OP-34

Pub Date Jan 73

Note—43p.

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N. Y. 13210 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, Annotated Bibliographies, Consumer Economics, *Consumer Education, Consumer Science, *Educational Planning, *Program Development, Program Evaluation, Program Planning, *Research Reviews (Publications), Resource Materials

The development of consumer education for adults and the literature concerning it are assessed in this report. A brief background and several definitions of consumer education begin the review. Studies relating to target audiences are broken down according to subject matter orientation, age, income, sex, profession, and special needs. The section on delivery systems reviews studies of sources of consumer education programs and ways of reaching those who need such programs. Resource materials, bibliographies and guides, are evaluated with suggestions for their best use. Existing research on consumer education for adults is reviewed. Potential research areas concerning roles, life style, and societal realities are presented; and evaluations of existing consumer education programs are reviewed. A summary and conclusions, including a schema for consumer education planning, are presented. An annotated bibliography of 66 items is included. (KM)

ED 070 921 AC 014 066

Fletcher, Philip R.

Literacy Training and the Brazilian Political Economy. An Essay on Sources.

Pub Date Dec 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, Adult Education, Adult Literacy, *Annotated Bibliographies, Comparative Education, Developing Nations, Economic Change, *Economic Development, Economic Research, *Educational Development, International Education, Latin American Culture, *Literacy Education, Luso Brazilian Culture, Program Development, *Socioeconomic Influences

Identifiers—*Brazil, Freire (Paulo)

An annotated bibliography is presented in essay form of sources concerning Brazil's literacy program for adults, MOBRAL (Movimento Brasileiro de Alfabetizacao), and its implications for the country's economy. General sources on literacy training are followed by works concerning Brazil's political system. Descriptions of the MOBRAL program, mostly government publications and newspaper articles, are listed. Sources with a sociological approach to education in Latin America are followed by publications concerning the effects of literacy education on the economy. Sources on the political involvements of MOBRAL and its predecessor, Movimento Educacao de Base, are presented. The concluding sections present books and articles by Paulo Freire and published commentary on his work. (KM)

ED 070 922 AC 014 067

Showel, Morris

An Evaluation of Alternative Programs for Training Beginning Typists in the Army.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D. C.

Report No.—HumRRO-TR-72-33

Pub Date Nov 72

Note—105p.; Work Unit TYPETRAIN

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Vocational Education, Clerical Workers, *Enlisted Men, Evaluation Methods, Military Personnel, *Military Training, *Program Evaluation, Research, Student Evaluation, Technical Reports, *Training Techniques, *Typewriting

Identifiers—*United States Army

8 Document Resumes

This report presents the results of research to develop an improved training program for Army typists, and the material needed to implement that program. The research was conducted at Fort Ord and Fort Knox. First, baseline learning curves were determined. Eight experimental programs then were examined, and the results of various modifications in training were compared with the baseline learning curves. The effect of selected training variables and training systems was evaluated, and the relationship between straight-copy typing and production-copy typing was explored. Several alternative revised training programs were field tested, and suggestions for revising the training program now in use were made. (Author)

ED 070 923 AC 014 069

An Approach to Comparative Adult Education.

Papers by Members of a Graduate Seminar.

Hull Univ. (England). Dept. of Adult Education.

Pub Date 72

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Education Programs, Comparative Analysis, *Comparative Education, Conference Reports, Cultural Factors, Educational Philosophy, Graduate Students, International Education, Seminars
Identifiers—Africa, Australia, Brazil, France, India, United Kingdom, United States, USSR

These papers, produced for a graduate seminar at the University of Wisconsin, Madison, represent an attempt to devise a methodology for the comparative study of adult education. "Introduction," by G.S. Bains, provides a justification for the study of comparative adult education. "Comparative Philosophies of Adult Education," by Donald Verwayen, and "An Exploration of the 'Developmental/Rationalistic' Dichotomy for Comparative Adult Education Studies," by Michael J. Heus, examine basic philosophies. "The National Establishment of Adult Education," by Barbara D'Onofrio, concerns the status of adult education. "The Organization of Adult Education," by A. Brian Calhoun, "A Comparative Adult Education Inventory," by Marianne Maynard, and "The Arrangement of Study Activities," by Thomas C. Smrcka, present different forms of arrangement. "Cultural Differences and Evaluation," by D. Merrill Ewert, explores cultural influences creating differences between countries. (KM)

ED 070 924 AC 014 070

UNESCO International Conference on Adult Education (3rd, Tokyo, 25 July - 7 August 1972.

Position Papers and Background Papers.

Pub Date 72

Note—36p.; United States Delegation

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, *Conference Reports, Continuous Learning, Cultural Factors, *Developing Nations, Economic Development, Educational Administration, Educational Finance, Educational Planning, Educational Technology, *International Education, International Programs
Identifiers—*UNESCO

Position and background papers presented at a UNESCO conference on adult education are provided. The first position paper presents the Delegation's overall position on the various items on the agenda. The two other position papers concern the development of adult education through international cooperation (intellectual cooperation and international aid). The background papers presented are: "Democratization of Education," "Adult Education as a Factor in Economic and Social Development," "Adult Education as a Factor in Cultural Development," "Adult Education in Integrated Educational Systems in the Context of Life-Long Education" (synopsis only), "Planning, Administration, and Financing of Adult Education," "New Methods and Techniques: Utilization of the Major Communication Media," and "Mobilization and Training of Personnel Required for the Expansion of Adult Education." (KM)

ED 070 925 AC 014 071

Yaron, Kalman, Ed.

Life-Long Education in Israel.

Adult Education Association of Israel, Jerusalem.;

Public Advisory Council on Adult Education,

Jerusalem (Israel).

Pub Date 72

Note—163p.

Available from—The Public Advisory Council on Adult Education, Ministry of Education and Culture, Jerusalem, Israel (no price quoted)

Document Not Available from EDRS.

Descriptors—Adult Development, Adult Education, *Adult Education Programs, Adult Farmer Education, *Adult Learning, Adult Students, Adult Vocational Education, Books, *Continuous Learning, Cultural Enrichment, Disadvantaged Groups, Educational Television, *Educational Trends, Industrial Training, *International Education, Language Instruction, Literacy Education, Military Service, Parent Education, Secondary Education, Second Language Learning, Voluntary Agencies
Identifiers—*Israel

The essays in this collection describe some of the main aspects—theories, programs and practices—of adult education in Israel. The 22 essays are: "Problems and Objectives of Adult Education," by Elad Peled; "The Principle of Dialogue in Education," by Martin Buber; "The Jewish Tradition of Life-long Learning," by Jacob Katz; "Phases of Adulthood," by Carl Frankenstein; "Trends in Adult Education in Israel," by Ora Grebelsky and Kalman Yaron; "Functions of the Book for Society and Self," by Elihu Katz and Hannah Adoni; "Tele-clubs in Israel," by Dov Shinar; "Parent-group Education of the Disadvantaged," by Moshe Forte; "The Individual Approach in Life-long Education," by Ora Grebelsky; "Diffusion of Hebrew," by Shlomo Kodesh; "The Ulpan and its Students," by Shulamith Katznelson; "Israel Defence Force as Educator"; "Army Girls Fight Illiteracy"; "Pre-academic Studies," by David Harman; "Culture for All," by Leah Porath; "Multiple Aspects of Women's Voluntary Activities," by Zina Harman; "Adult Education and the Arab Population of Israel," Yaacov Malkin; "Vocational Training," by Israel Goralnik; "Workers' Education," by Bezalel Shachar; "The Kibbutz: A Working and Learning Society," by Yehuda Bien; "Agricultural Extension Methods," by Yehiel Admoni; and "Towards the Coming Decade," by Yehzekiel Cohen. An index of participants with brief notes of identification concludes the volume. (KM)

ED 070 926 AC 014 072

Bishop, Harold P.

Effects of Information Load, Location, and Mode of Observation on Detecting and Identifying Brief Targets.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-72-30

Pub Date Oct 72

Note—30p.; Work Unit NIGHTSIGHTS

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Enlisted Men, Military Personnel, *Military Training, Research Methodology, *Task Performance, Technical Reports, *Training Techniques, *Visual Perception
Identifiers—*United States Army

The two experiments reported are part of a series evaluating effects of display parameters, task variables, and operator perceptual limitations on ability of Night Vision Device operators to process visual information quickly and accurately. For untrained observers, target brightness requirements were higher for identification than for detection, but were about equal for both responses with target exposure times greater than a critical time of 0.10 to 0.17 second. With shorter exposure times, the target brightness needed for detection or identification increased as exposure time decreased. Increasing information load and randomizing target location raised brightness requirements for identification. The results suggest that operator performance might be improved significantly by special training to increase the observer's area of attention and his capacity to process visual information. (Author)

ED 070 927 AC 014 073

Parent Education & Family Life. Child Development: The Teenager. Lesson Plan Manual: A Series of Lesson Plans and Worksheets.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Basic Education, Behavioral Objectives, Course Content, *Family Life, *Lesson Plans, *Parent Child Relationship, *Parent Education, Teaching Guides, *Teenagers

Designed to provide instructors in adult basic education programs with lesson plans that treat the subject of parent education and family life, this manual deals specifically with the subject of child development from 13 to 18 years of age, i.e., the teenager. Each lesson contains background material for the instructor, aims, lesson motivation and development, suggested activities, and student worksheets and factsheets. The lesson topics treated in this manual are as follows: Behavior and interests; Teenage Growth Patterns; Leisure Time; Parent-Teen Relationships; The Teenager and School; and Teenagers and Their Responsibility. This publication is the last of a series of three. An Evaluation sheet is provided at the end of the manual on which the instructor can indicate reactions and make suggestions concerning the material. (DB)

ED 070 928 AC 014 074

Learning Laboratories for Unemployed, Out-of-School Youth: Cultural Realization and Development of an Adequate Self-Concept.

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Counseling Programs, *Cultural Education, Dropout Rehabilitation, Guides, *Learning Activities, Learning Laboratories, *Out of School Youth, *Self Concept, *Unemployed, Worksheets, Youth

Learning activities, designed for use by the guidance counselor, are provided to supplement those in the curriculum resource handbook "Learning Laboratories for Unemployed, Out-of-School Youth," with some referring directly to lessons suggested in the Cultural Realization and Development of an Adequate Self-Concept section of the curriculum resource handbook. Single copies of worksheets to be used by students are provided. The 15 activities are entitled: Ethnic Similarities and Differences; Reasons for Differences among People; Stereotyping; Contributions of Minority Groups; What Is Success?; Talent Show; Community Cultural Resources; Utilizing the Newspaper; Self-Evaluation; Abilities and Interests; Concern for Others; Independence; Conformity, Pressure, Conscience; Fear and Self-Confidence; and Attitudes toward Behavior. Each of the activities has one or more exercises provided. The learning activities are formatted as follows: Objectives, Technique, Evaluation, and Notes. (DB)

ED 070 929 AC 014 076

Weingarten, Kenneth And Others

Development and Implementation of a Quality-Assured, Peer-Instructional Model.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-72-35

Pub Date Nov 72

Note—79p.; Work Unit APSTRAT

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Enlisted Men, *Individualized Instruction, *Instructional Technology, *Job Skills, *Military Personnel, Military Training, *Peer Teaching, Performance Tests, Student Attitudes, Teaching Models, Technical Reports, Training Techniques, Transfer of Training

This report describes the development and pilot testing of a low-cost, generalizable, quality-assured, peer-instructional model suitable to the training needs of men of varying measured aptitude. The report presents a brief overview of the project, followed by a detailed description of the APSTRAT model and the considerations that led to its development. The model is discussed in terms of the instructional principles incorporated and the practical constraints accommodated. The data comparing the performance proficiency, academic attrition and recycles, and costs of the conventional and APSTRAT systems indicate that APSTRAT students achieve greater proficiency with a reduction in the rate of academic attrition and a considerable savings in cost. (Author)

ED 070 930 AC 014 078

Jarvik, Lissy F., Ed. And Others
Intellectual Functioning in Adults. Psychological and Biological Influences.

Pub Date 73

Note—177p.

Available from—Springer Publishing Company, Inc., 200 Park Avenue South, New York, N.Y. 10003 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Characteristics, *Adult Development, Age Differences, Behavior Change, Bibliographic Citations, *Biological Influences, Books, *Intellectual Development, Longitudinal Studies, Middle Aged, Older Adults, Physical Characteristics, Physiology, *Psychological Characteristics, Psychological Studies, Research Needs, Symposia

The contributions to this volume were drawn from selected symposia of the Division on Adult Development and Aging at the 76th and 78th annual meetings of the American Psychological Association. The four parts of the book are as follows: Part I. Individual Changes in Adult Intelligence: Longitudinal Approaches; Part II. Somatic Components of Psychological Changes in Adults; Part III. Potential Contribution of Life History Approaches; and Part IV. Summary. The first part concentrates on longitudinal research in the field of aging. In the second part, some of the somatic correlates of psychological change are examined, and data resulting from two longitudinal studies are included. Part III represents a recognition of the yet untapped contribution of lifetime experiential variables to the physical and mental changes accompanying the aging process; and various modes of dealing with the problems of construction of a cogent life history interview are explored. Twelve authors are represented in this book. An extensive list of references is provided, and a subject index concludes the book. (Author/DB)

ED 070 931 AC 014 079

Directory of Libraries, Information Centres and Projects in the Field of Literacy.

International Inst. for Adult Literacy Methods, Tehran (Iran).

Pub Date Oct 72

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Community Development, Directories, Educational Programs, *Information Centers, *Literacy, *Literacy Education, *National Programs, Organizations (Groups), *Program Descriptions, Resource Materials, Social Change, Vocational Education

Identifiers—Australia, Canada, Egypt, France, India, Iran, Mexico, Netherlands, Nigeria, Pakistan, Sudan, Thailand, Uganda, United Kingdom, United States

Information related to the field of literacy is provided in this document. In the first part of the document, a directory of 30 libraries and information centers that maintain a collection of materials and documents in the field of literacy, adult education, and related fields, such as education, vocational training, community development, social change and modernization, is provided. The second part contains information concerning 104 literacy projects around the world. In the final part names and addresses of the organizations that sponsor the literacy projects are given. (DB)

ED 070 932 AC 014 081

Chesler, David J.

Application and Utilization of Training Aids and Devices: Simulated Exercises and Trainee Performance Evaluation. Final Report.

Naval Personnel and Training Research Lab., San Diego, Calif.

Report No.—SRR-73-7

Pub Date Sep 72

Note—48p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-749 005, HC \$3.00, MF \$0.95)

Document Not Available from EDRS.

Descriptors—Armed Forces, Computer Programs, *Evaluation Techniques, Mathematical Models, Military Science, *Military Training, National Defense, Performance, *Program Evaluation, *Simulators, Technical Reports, *Training Techniques

Identifiers—*United States Navy

The final report summarizes accomplishments and implications of the project for the development and implementation of Navy training devices that utilize computer-based simulation. The emphasis is on Navy anti-air warfare in the shore-based training environment, but the results are applicable to other training environments. The report also describes achievements in the areas of exercise design. Both conventional and Navy tactical data systems (NTDS) are represented. The methodological procedures are applicable to tactics evaluation and system effectiveness evaluation. (Author)

ED 070 933 AC 014 082

Maier, Milton H. Fuchs, Edmund F.

An Improved Differential Army Classification System.

Behavior and Systems Research Lab. (Army), Arlington, Va.

Report No.—BSRL-TR-1177

Pub Date Apr 72

Note—37p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-748 802, MF \$3.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Aptitude Tests, *Enlisted Men, *Job Skills, *Military Personnel, *Occupational Tests, *Psychological Tests, Research, Technical Reports, Test Construction, Testing

Identifiers—ACB, *Army Classification Battery, United States Army

Army personnel managers have a continuing need to select, classify, and assign to training and jobs large numbers of young men who enter the services. Since the Army Classification Battery (ACB) is an integral part of the assignment process, accuracy of scores has a significant influence on the appropriateness of assignments. A new ACB and aptitude area system has been developed. The present technical research report describes the new psychological test battery and new aptitude areas and assesses the effect of the changes on the utilization and performance of Army input. (Author)

ED 070 934 AC 014 085

Long, Huey B.

Major Issues in the Education of Exceptional Adults as Perceived by State Directors of Adult Education.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Students, Data Analysis, Educational Needs, *Educational Problems, Educational Research, Exceptional (Atypical), *Mentally Handicapped, Questionnaires, *Special Education, State Departments of Education, *State Surveys, Technical Report

Identifiers—*Exceptional Adults

The three major issues in the education of exceptional adults as perceived by 40 state directors of adult education were identified through use of a questionnaire. Exceptional adults were defined as individuals 18 years of age or older who suffer from some mental handicap, such as mental retardation, brain damage, or psychological abnormality (mental illness). Responses to the questionnaire were tabulated, classified, and analyzed. The respondents cited 26 different specific issues in education for exceptional adults. The issues fall into six categories: those that are client centered; those that are curriculum centered; those that are institutional centered; those that are personnel centered; those that are financial; and those that are societal. The range in the number of times each categorical area was cited was from a high of 14 for the financial classification to a low of 6 for societal issues; client-centered issues were cited 12 times; curriculum issues 11 times; personnel issues 10 times; and institutional-centered issues 9 times. (Author/DB)

ED 070 935 AC 014 086

Readings on Adult Education: 10th Conference of 100+ Proceedings.

Adult Education Association of U.S.A., Washington, D.C. Commission on Adult Basic Education.; White Plains Adult Education Center, N.Y.

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Conference Reports, Curriculum Development, Guidance Services, *Instructional Design, Professional Personnel, Program Evaluation,

*Staff Improvement, Student Evaluation, Teacher Evaluation, *Teaching Techniques, Volunteers

Proceedings of the 10th Conference of 100+ in New York City, which focused on Adult Basic Education, comprise this document. More than 150 participants and guests from 23 states and Canada attended the conference. Part I of the proceedings reports on the various sessions. The 45 papers presented at the conference are provided in Part II. The titles of the papers are as follows: The Need to Share; Psychosocial Formulations: Rural Appalachia; Total Experience Learning; Adult Continuing Education Staff Development: A Regional Approach; Professional Growth and Evaluation; Professional Growth and Evaluation of ABE Teachers; English as a Second Language; Individualized Training for Teachers of English as a Second Language to Adults; An ESL Training Paradigm; Measurement of Student Progress; Basic Education; Evaluation of Student Progress; Evaluation of Student Progress; Gimmicks, Gadgets or Guarantees; Individualized Instruction; Learning Laboratories as Instructional Goals; New Horizons in Curriculum; Volunteers in Literacy Programs; The Value of Effective Volunteers; Instruction in GED Programs; Instruction in the High School Equivalency Program; Designing Instruction for Student Needs; Evaluation Related to Objectives and Goals; Job-up-Grading and Pre-Employment; New Horizons in Individualized Adult Training Systems; Education for Becoming; The Adult Basic Education Teacher's Role in Curriculum; Guidance Service to the Teacher; and The Team Approach in M.D.T. Guidance. (DB)

ED 070 936 AC 014 087

The Use of Modern Media in Adult Education.

Japanese National Commission for UNESCO, Tokyo.

Pub Date 72

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Computer Assisted Instruction, Correspondence Study, Educational Methods, Educational Radio, Individualized Instruction, *Instructional Media, *Mechanical Teaching Aids, *Multimedia Instruction, *Programmed Instruction, Teacher Role, Technical Reports, Telecommunication, Televised Instruction

Identifiers—*UNESCO

The present practices and future possibilities of utilizing modern media in adult education are studied from the standpoint of (1) the major functions of modern media from the point of view of educational technology, and (2) the challenges of newly developed adult education to the conventional system of education. Chapter I, Basic Principles for Designing a New System of Adult Education, discusses fundamental issues involved in the use of technological devices. These issues concern the expected functions of modern media in adult education and the relationship between the system and its environment. In Chapter II, Teaching-Learning Process and Technological Innovations, the teaching/learning process, technological innovations and expansion of instructor's functions, the role of broadcasting, role of telecommunication, development of information package, and multimedia are presented. Chapter III, Use of New Instructional Communication Technology in Adult Education, provides discussions of classification of new instructional communication technology, use of broadcasting, new technology for information transmission—facsimile and telewriter, information retrieval by means of telecommunication technology, expansion of three-way communication by means of new telecommunication technology, and characteristics of new instructional communication technology. It is concluded that broadcasting and telecommunications technology is a suitable and indispensable media of adult education. (DB)

ED 070 937 AC 014 088

Forinash, Melissa R., Ed.

An Annotated List of Audio-Visual Materials, Supplement One. Reader Development Program.

Free Library of Philadelphia, Pa.

Pub Date Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, Catalogs, *Filmstrips, Resource Materials

This annual supplement to the annotated list of audio-visual materials includes the filmstrips added to the Reader Development collection since June, 1971. The list is arranged alphabetically by filmstrip title, and a brief subject index follows the list. A catalog giving the addresses of filmstrip distributors is also included. A total of 43 entries are made. (CK)

ED 070 938 AC 014 089
UNESCO: World Conference on Adult Education
(3rd, Tokyo, 25 July - 7 August 1972. State-
ment by Singapore Delegation.

Pub Date 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment),
Adult Basic Education, *Adult Education Pro-
grams, *Adult Vocational Education, *Con-
ference Reports, Conferences, Cultural En-
richment, Educational Television, *Enrichment
Programs, Extension Education, *International
Education, Job Skills, Literacy, National Pro-
grams, Recreational Programs
Identifiers—*Singapore

The adult education activities of the govern-
ment of Singapore have emphasized campaigns to
help its citizens adjust to the rapid pace of in-
dustrialization and modernization. Various govern-
ment ministries and private industries are in-
directly involved in adult education through train-
ing programs in vocational skills and agricultural
extension programs. From its inception in 1960
until recently, the Adult Education Board (the
major professional adult education agency) con-
centrated on the eradication of illiteracy and the
teaching of a second language. The Board has
recently branched out into self-improvement and
enrichment courses and the innovative use of
radio and TV in order to attract and serve bet-
ter educated adult students. The extra-mural studies
department of the University of Singapore
emphasizes job advancement through vocational
and professional education. The People's Asso-
ciation operates nearly 200 community centers, all
over Singapore, that offer recreational and cul-
tural enrichment courses. The Association's ex-
pansion in collaboration with the Adult Educa-
tion Board is suggested. It is recommended that
all adult education activities in Singapore be
better coordinated and developed. In the interests
of international cooperation in these areas, the
Adult Education Board is organizing a regional
meeting of ASEAN countries in 1972. (KM)

ED 070 939 AC 014 090

Patrenella, Luke L., Jr., Comp.

**The Newspaper: Food for Thought at the Break-
fast Table and in the Classroom of Adult Edu-
cation.**

Texas Education Agency, Austin. Div. of Adult
and Continuing Education.

Pub Date Jan 73

Note—389p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Education, *Adult Basic
Education, Annotated Bibliographies,
Bibliographies, Classroom Techniques, Curricu-
lum Development, *Instructional Materials,
*Lesson Plans, *Newspapers, Resource Materi-
als, Teacher Developed Materials, *Teaching
Guides, Workshops

A comprehensive guide on using a newspaper
to teach adults in adult and continuing education
programs, this publication is a direct result of a
Newspaper in the Classroom Production
Workshop held in Huntsville, Texas in 1970, and
attended by 18 teachers of adult and continuing
education. The sections of this teaching guide are
as follows: Section One: A Treasure of Reasons
the Newspaper in the Classroom Idea Belongs in
the Classroom of Adult and Continuing Education
(The Newspaper in the Classroom: Just How
New Is It?; Benefits of Using the Newspaper to
Teach Undereducated Adults; and Suggestions
Teachers May Use to Improve Newspaper Read-
ing Skills and Habits of Students); Section Two:
A Treasury of Newspaper in the Classroom Les-
son Plans Prepared by and for Teachers in Adult
and Continuing Education (Lesson Plans; The
Front Page; The Five W's and H; The Personal
Interview; The Editorial Page; The Comic Strips;
The Weather; Mathematics; Propaganda; and The
Continuing Story); Section Three: And What
about "Your" Newspaper in the Classroom
Workshop (Program for the Workshop; YOUR
Workshop IS Newsworthy; And What about
YOUR Workshop?; Handouts and Reprints;

Supply and Demand; and Hints for the Taking);
and Section Four: Late Editions (Newspaperse;
and -30-). A three-part bibliography contains (1)
Lists of Newspapers, (2) Sources of Newspaper
in the Classroom and/or Related Materials, and
(3) an Annotated Bibliography of Available
Newspaper in the Classroom Materials. (DB)

ED 070 940 AC 014 106

Dolff, Helmuth

**Can the Volkshochschulen of Today Answer the
Requirements of Adult Education for Tomor-
row?**

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Curriculum
Development, *Educational Facilities, *Or-
ganizational Change, Program Descriptions,
*Program Planning, Public Education, Teacher
Education

Identifiers—Federal Republic of Germany,
*Volkshochschulen

Changes that are taking place in the
Volkshochschulen in the Federal Republic of
Germany and others that are expected to result
from a directive of the German Council for Edu-
cation are based on a concept that continuing
education should be part of the general system of
education. Many problems are foreseen in re-
lation to the way in which continuing education
should be organized and defined and in relation
to the types of services that will have to be of-
fered by the Volkshochschulen. It is believed that
the Volkshochschule will have to comprise a
center for autodidactic studies, a national set of
certificates with credit system, a program of dif-
ferentiated working groups, and a forum for
public discussion. The educational programs will
not only consider stable matters but also relative-
ly rapidly changing concepts. The forms of
teaching used will also need to be defined more
specifically. The organizational structure will
need to place the Volkshochschule as a public in-
stitution for adult education. The locations of the
new Volkshochschulen should be such that each
person can reach an adult education center
within 30 minutes; this means that, as a rule,
Volkshochschulen will need to be established in
all regional centers and provided with a perma-
nent staff, with affiliated outposts if required.
The financing of the Volkshochschulen is the task
of both state and local authorities. Teacher train-
ing should be carried out in close cooperation
with universities. (DB)

ED 070 941 AC 014 107

Johnson, Keith H. And Others

**An Analysis of the Relationship Between Read-
ability of Air Force Procedural Manuals and Dis-
crepancies Involving Non-Compliance with the
Procedures.**

Air Force Inst. of Tech., Wright-Patterson AFB,
Ohio.

Report No.—SLSR-25-72B

Pub Date 15 Sep 72

Note—85p.; Master's thesis

Available from—National Technical Information
Service, Springfield, Va. 22151 (AD-750 917,
MF \$.95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Instructional Materials, *Manuals,
Masters Theses, *Military Personnel, *Read-
ability, *Reading Ability

Identifiers—*United States Air Force

Readability of Air Force logistics procedural
manuals is generally too high for their readers.
The readers, from different Air Force Specialties
(AFS), are faced with a readability/reading ability
gap when using the procedural manuals. This
gap was found to correlate directly with the
frequency of discrepancies actually found over a
two-year period by Air Defense Command
(ADC) Headquarters Inspector General's Staff.
Additionally, USAF manuals in the 66-, 67-, 70-,
75-, series were tested for readability using the
Fog Count method. Mean readability was 17th
grade (95% one side confidence interval), with a
standard deviation of 4.5 grades (95% one sided
confidence interval). Recommendations for ac-
tion to correct problem areas found by the study
are included. (Author).

ED 070 942 AC 014 108

**Adult Basic Education Teacher Workshop, July
17 - July 28, 1972.**

Nebraska State Dept. of Education, Lincoln;
Nebraska Univ., Lincoln. Dept. of Adult and
Continuing Education.

Pub Date Jul 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Adult Edu-
cation Programs, *Adult Educators, Au-
diovisual Instruction, Conference Reports,
Evaluation Methods, Inservice Teacher Educa-
tion, Professional Continuing Education, Pro-
gram Evaluation, Program Planning, Question-
naires, Resource Materials, State Programs,
Teacher Developed Materials, *Teacher
Workshops, Teaching Procedures, *Teaching
Techniques

Identifiers—Andragogy, *Nebraska

The Adult Basic Education Teacher Workshop
was a two-week program designed to increase the
competencies and skills of people involved in
teaching the undereducated adult. Biographical
information on the 30 participants is broken
down according to sex, age, level of completed
education, geographical residence, area of profes-
sional experience, and teacher work experience.
The program utilized the assumptions and
processes of Andragogy. Participants assisted in
determining program content and objectives
through diagnosis of their own needs. The daily
schedule of the workshop is provided. Partici-
pants were assigned two major tasks: (1) to learn
to handle all 7 pieces of audiovisual equipment;
and (2) to develop a plan that they could use in
their local teaching area. Summaries of lectures
by resource persons are provided. The program
was evaluated through: (1) continuous assessment
of learning; (2) analysis of participants' inter-
actions with others through pre-testing and post-
testing; (3) evaluation forms completed by par-
ticipants on the last day; and (4) observations
made by the workshop director. Successful and
unsuccessful aspects of the workshop are
discussed, with suggestions for improvements. All
relevant forms, questionnaires, and other infor-
mative material used in the workshop are
presented in the body of the report or in Appen-
dixes A-F. (KM)

ED 070 943 AC 014 109

The Skipper's Course.

Coast Guard, Washington, D.C.

Report No.—USCG-433

Pub Date Jun 72

Note—96p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audioinstructional Aids, Glossaries,
Government Publications, *Individual Tests,
Manuals, *Navigation, Programmed Materials,
*Recreational Activities, *Safety Education,
Safety Equipment

This book is a self-instructional program for
learning boating safety rules and practices. A
"quick quiz" is presented at the end of each
topic of information (usually every page), and a
review concludes each of the major sections,
which are: (1) Prelude to Boating—overview,
classes of boats, safe boat trailering; (2) Safety
Afloat—presailing procedures, the launching
ramp, fueling, the float plan, making ready to
sail; (3) Underway—rules of operation, hazardous
areas, anchoring, emergency procedures, distress
signals, foul weather handling; (4) Returning to
Port—mooring, securing equipment, returning the
boat to the trailer, cancel float plan; and (5) Aids
to Safe Boating—introduction, rules of the road,
navigation lights, aids to navigation. An end-of-
course test is provided. An answer sheet for the
test, with a request for additional information on
boating safety, can be mailed without charge to
the Coast Guard. Appendixes offer information
on the U.S. Coast Guard Auxiliary; Coast Guard
District Offices, Rescue Coordination Centers
and Marine Inspection Offices; a glossary of boat-
ing terms; a list of other useful texts; and a sam-
ple float plan. (KM)

ED 070 944 AC 014 110

**SCORE: Service Corps of Retired Executives.
Counselor's Guidebook. One Part of ACTION.**

ACTION, Washington, D. C.; Small Business Ad-
ministration, Washington, D.C.

Report No.—ACTION-Pam-4400-1

Pub Date 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Adult
Counseling, Adult Programs, *Business Ad-
ministration, *Counseling Effectiveness, Coun-

selling Programs, Counselors, *Federal Programs, Financial Problems, *Guides, Resource Guides, Volunteers
Identifiers—Project SCORE, *Service Corps of Retired Executives

This guidebook, designed for the use of SCORE volunteers, is intended to familiarize new counselors with SCORE operations and to provide reference material to assist counselors in handling cases. Chapters are: (I) SCORE Purposes and Objectives; (II-A-1) Approach to Counseling; (II-A-2) Organization of the Business—legal forms, management or internal organization, succession; (II-A-3) Sources of Information—government agencies, trade associations, colleges and universities, public libraries, publications, credit agencies, people; (II-A-4) Production, Procurement and Marketing; (II-A-5) Sources of Capital—equity capital, trade creditors and customers, commercial banks, Small Business Administration, commercial finance companies; (II-A-6) Financial Records and Controls; (II-A-7) Regulations, Taxes and Insurance; (II-A-8) Case Reports; (II-B-1) Going into Business—nature of the problem, analysis of personal factors, capital requirements, getting started, buying an existing business, franchising; (II-B-2) A Small Retailer; (II-B-3) A Small Manufacturer; (II-B-4) Production Organizations; (III) SCORE-SBA Workshops; (IV) Management-Ability Evaluations; and (V) How SCORE Is Organized and Operates. An appendix lists relevant forms and pamphlets and addresses from which to obtain most of them. (KM)

ED 070 945 AC 014 112

Basinger, John And Others
A Plan for the Development of a 4-H Bicycle Project Group in a County.

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Community Leaders, Guides, Instructional Materials, *Leadership Qualities, *Leadership Training, Nonprofessional Personnel, Participant Characteristics, Rural Youth, *Training Techniques, Volunteers, Youth Clubs, *Youth Leaders
Identifiers—*Bicycle Program

This guide to leadership development for 4-H bicycle project groups was prepared by four extension agents. The guide provides discussions of the following topics: leader identification; selection of leaders process; orientation of selected leaders; training of leaders; utilization of leaders; recognition of leaders' accomplishments; and evaluation of leaders. Outlines for three leader training meetings are provided, as are a bibliography, educational materials for use in two units of the Bicycle Project, a bicycle record sheet, a bicycle inspection and adjustment record, and a riding skill test. (DB)

ED 070 946 AC 014 113

Conlin, Bernard J. And Others

The Comparison of Telelecture and Regular Lecture in the Transfer of Knowledge to Adults.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Students, Analysis of Variance, Comparative Analysis, *Dairymen, *Effective Teaching, Evaluation Methods, Lecture, *Rural Extension, Statistical Data, *Teaching Methods, Telecourses, Test Construction, *Testing, Test Results
Identifiers—*Minnesota

The comparative effectiveness of tele-lecture and traditional lecturer methods for a series of dairy meetings was assessed, and the value of a pre-test and post-test in identifying important concepts and measuring learning was studied. A three-month experiment was conducted with 99 dairy herd improvement association members throughout Minnesota. A lecture was prepared by an extension specialist and visuals were provided so that the lecture was adaptable to both regular lecture and telelecture. Pre- and post-tests contained 10 single-answer multiple-choice questions, which covered knowledge such as recall, comprehension, application, analysis, and synthesis. Of the participants, 98 completed both tests in three telelectures, and 99 completed both in the seven regular lectures. The tests scores were analyzed to compare the two methods, using a one-way analysis of variance, and an F test at the .01 probability level was used to test for significance. The experiment results showed that there was no significant difference in knowledge

gained between the two educational methods. The use of pre- and post-tests was shown to be of value in identifying important concepts and measuring learning; the educator can provide a significant increase in learning by adult students by basing the educational method on the concepts identified in the tests, and it provides a structure by which the learners can identify concepts to be discussed. Appendixes provide the pre- and post-test as well as answers to the test questions. (DB)

ED 070 947 AC 014 114

Turner, Gene W.

Leadership Development and the County Agricultural Extension Committee.

Pub Date 72

Note—26p.; Paper presented in partial fulfillment of requirements for the course Agricultural Extension 5120

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Personnel, Bibliographies, County Programs, Evaluation Techniques, *Extension Agents, *Farm Committees, Guides, *Leadership Training, *Role Perception, *Rural Extension, Volunteers
Identifiers—*Tennessee

The role of the county Extension Leader in recommending members for the County Agricultural Extension Committee is discussed from the standpoint of principles and procedures involved in identifying, selecting, orienting, training, utilizing, recognizing, and evaluating leaders. Two techniques for identifying potential leaders are the reputational and the decision analysis techniques, and their modifications. The Extension Leader should recommend for the committee persons who will balance the board in terms of age, sex, interests, capabilities, and geographic location. Orientation should be on an individual basis and be brief and informal. It is believed that training of committee members is best accomplished by their participation in four meetings held annually. The Extension Staff must work at utilizing the county committee, and recognition of committee members should be part of the routine of committee work. A chart is provided that may be used by the Extension Leader to evaluate the effectiveness of the committee. It is concluded that a functioning and well-utilized committee can help in informing the general public about Extension's organization, purposes, and accomplishments. A brief bibliography is provided. (DB)

ED 070 948 AC 014 115

Best, K. E. Blackburn, D. J.

Farmer's Use of the Soil Test Report.

Guelph Univ. (Ontario). Ontario Agricultural Coll.

Spons Agency—Ontario Ministry of Agriculture and Food, Toronto.

Pub Date Dec 72

Note—24p.; Publication EE/72/2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Farmer Education, Agricultural Education, Data Analysis, *Educational Background, *Farmers, Interviews, *Participant Characteristics, Questionnaires, Research, *Rural Extension, Soil Science, Statistical Data, Tables (Data)

Identifiers—Canada, *Ontario

A study of Haldimand County (Ontario, Canada) farmers' use and understanding of soil test reports and the relationship of these variables with certain personal and social characteristics of the respondents are summarized. The objectives of the study were to indicate the extent to which farmers use the soil test report, the quality of fertilizer treatment changes made compared to those suggested, and farmers' understanding of information contained in the report. Data were collected by personal interview of the 95 Haldimand County farmers who had received a soil test report during the year ending June 30, 1971. The data obtained were computer processed. A summary of the findings shows that the farmers with the least understanding of the soil test report's fertilizer requirement section included a higher proportion of those with the least education, the smallest farms, the smallest farm income, and did not attend agricultural meetings or activities organized by the county extension workers. It is concluded that the provision for improvement in the quality of soil test information such as that reaching farmers through the fertilizer trade, key farmers, and other personal information sources, could provide a challenge to extension workers. Appendix tables provide the statistical data. (DB)

ED 070 949 AC 014 116

Brown, Edward B. Dutton, Donnie

The Summer of 72: An Assessment of the Adult Basic Education Institutes in Tennessee, 1972.

Memphis State Univ., Tenn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Credit Courses, Data Collection, Evaluation Methods, Guidance Counseling, *Inservice Teacher Education, *Institutes (Training Programs), Instructional Materials, Material Development, *Participant Characteristics, Participant Satisfaction, Professional Personnel, Program Descriptions, *Program Evaluation, Questionnaires, Reading Instruction
Identifiers—Kropp Verner Evaluation Scale, *Tennessee

Three 2-week Adult Basic Education (ABE) Institutes were conducted in Tennessee during the summer of 1972. The three were an ABE Guidance and Counseling Institute, an ABE Materials and Teaching Institute, and an ABE Reading Institute. Each institute consisted of approximately 30 participants from the various regions of the state, and graduate credit was given for successfully completing each institute. The institutes served as teacher-training sessions, with the participants expected to conduct regional in-service workshops during 1972-1973 to disseminate information obtained in the institutes. Each of the institutes is discussed in some detail, with such facets as objectives, material covered, personnel used to facilitate learning, participants, and evaluation presented. The overall finding was that the three ABE institutes were successful. The appendix provides a copy of the evaluation form completed by the participants, as well as a copy of the Kropp-Verner Evaluation Scale. (DB)

ED 070 950 AC 014 118

Peace, Rural A. And Others

A Plan for Identifying, Selecting, Orienting, Training, Utilizing, Recognizing, and Evaluating 4-H Project Leaders.

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Leaders, *Community Leaders, *Extension Agents, Leadership Responsibility, *Leadership Training, Literature Reviews, Nonprofessional Personnel, Program Descriptions, *Training Objectives, *Youth Clubs, Youth Programs
Identifiers—*Four H Clubs, Tennessee

An in-depth study of the involvement of project leaders in conducting an effective County 4-H Club program in Tennessee was attempted. A survey of the literature revealed that educational efforts could be utilized much more effectively by training leaders who in turn train the 4-H Club members. Five counties had an average of 2.4 project groups functioning, with an average of 22.6 leaders per county. An attempt was made to identify factors that will aid extension workers in implementing an effective educational effort by the involvement of project leaders. These include training agents to train leaders, making 4-H more meaningful, and defining leadership role. (Author/CK)

ED 070 951 AC 014 123

Burt, Lesta Norris

Bibliotherapy: Effect of Group Reading and Discussion on Attitudes of Adult Inmates in Two Correctional Institutions. Final Report.

Wisconsin Univ., Madison.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-E-054

Pub Date Oct 72

Grant—OEG-5-72-0049(509)

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Adult Reading Programs, *Attitude Tests, Behavioral Objectives, *Bibliotherapy, *Changing Attitudes, Corrective Institutions, Females, Group Discussion, Group Reading, Librarians, Males, *Prisoners, Reading Interests, Research Methodology, Research Reviews (Publications), Statistical Analysis, Test Results

Fifty-nine inmates, men and women, from two correctional institutions were randomly assigned

to eight groups to test the effect of book discussion on attitudes. The four experimental groups read and discussed weekly a series of six titles during the 12-week program. The four control groups met three times to participate in a reading interest survey. Each leader team, composed of two librarians, led one experimental and one control group. Pretest and posttest scores on Socialization Scale of the "Personal Values Abstract" and on a "Semantic Differential" test of attitudes related to persons and behaviors were subjected to analysis of covariance and the F test. Covariance analyses revealed that the experimental groups were less accepting of Drug Addiction and Stealing, the two behavioral concepts, than were the control groups, while no significant difference was found on attitudes toward concepts relating to persons. Analysis of interactions showed that those in the experimental groups who had served more time, had more time to serve, or were Black were affected more positively by bibliography than their fellows. Conclusions: For those inmates who wish to participate and can read and comprehend, the group discussion form of bibliography may supplement the correctional program: (1) by improving attitudes related to behavior for all groups, (2) by additionally improving attitudes related to persons for certain groups, and (3) when conducted by librarians working with small inmate groups. (Author)

ED 070 952 AC 014 124

Essex, Diane L. Anderson, Thomas H.

Some Correlates of Success in Correspondence Study.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, *Adult Students, *Correspondence Study, Data Collection, Educational Research, Factor Analysis, *Independent Study, Mathematical Models, Post Secondary Education, *Questionnaires, Research Methodology, Student Opinion, Tables (Data), Technical Reports, *University Extension

The present project was addressed to predicted success in a correspondence course. No specific hypotheses were formulated. Three schemes of analysis were conducted. The results are presented for each plan, and comparisons between the results are made. Further, recommendations for future studies are suggested. (Author)

ED 070 953 AC 014 125

Leuthold, Frank O. Smith, George F.

Characteristics of Wisconsin Dairy Operators by Adopter Category: Is Rogers Correct?

Pub Date 26 Aug 72

Note—15p.; Paper presented at the Rural Sociological Society annual meeting, Baton Rouge, Louisiana, August 26, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Data Collection, *Farmers, *Farm Management, Innovation, Interviews, *Participant Characteristics, *Rural Extension, Speeches, Statistical Data

Identifiers—Ohio, Rogers (Everett M.), Wisconsin
Data on the characteristics of 400 Wisconsin dairy farmers by adopter category innovator-early adopter and early majority; early majority and late majority; and late majority and laggard) are compared with the characteristics of 200 Ohio farmers studied in 1961. The data on the Wisconsin dairy farmers were obtained by personal interview in a 1962 state-wide random sample of all commercial farmers who were married and under age 65. The Ohio survey differed as to some of the selection criteria. Innovativeness was measured by the number of 10 improved farm management practices ever used. "F" ratios were computed between the adopter categories in the Wisconsin study, and in order to make comparable analysis of the Ohio data, estimates of the statistical variance were made and "t" scores computed. Two major exceptions that occurred between the results of the Ohio study and the Wisconsin study were: (1) enterprise specialization was positively associated with innovativeness in the Ohio study, but negatively associated in the Wisconsin study; and (2) in the Ohio study, those in the early adopter category had greater county Extension contact than those in the innovator category, the difference being statistically significant, whereas the innovators in the Wisconsin

study had an average of 11.9 personal visits with Extension agents the preceding year compared with 6.5 visits for early adopters. Data in both studies were also analyzed as to whether the various characteristics differentiated at early adoption, middle adoption, or late adoption levels to the same extent. Tables provide the study data. (DB)

ED 070 954

AC 014 126

Thacker, R. D.

A Survey of Attitudes, Values, Impressions and Feelings towards Extension Specialization and Programs in the Kaysinger Program Area (Bates, Benton, Cedar, Hickory, St. Clair and Vernon Counties.)

Missouri Univ., Columbia. Extension Education Dept.

Pub Date Mar 72

Note—67p.; Report presented in fulfillment of requirements for a Research Project, Extension Education 450

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Programs, Agricultural Education, Community Attitudes, Community Development, Data Collection, *Extension Education, Family Life Education, Information Dissemination, Participant Characteristics, *Program Attitudes, *Questionnaires, Research, Surveys, Tables (Data), *University Extension, Youth Programs
Identifiers—Missouri

To provide a bench mark or base-line study from which future measurements of the effectiveness of area programming and area staff specialization in Extension programs of the University of Missouri, a questionnaire was mailed to 913 people in six counties. The number of usable questionnaires returned was 516. The data from the questionnaire are presented in 36 tables. To the question of whether the overall efforts of Extension were meeting the educational needs of the people, the answer was "yes." Ten references are provided, and three appendixes present supporting material. These appendixes are: Comments—positive, negative, and neutral from some of the questionnaire respondents; a copy of the questionnaire; and the cover letter that accompanied the questionnaire. (DB)

ED 070 955

AC 014 127

Steele, Doris H. Cunningham, Clarence J.

Opinion Leadership in Family Living among Low Income Homemakers in the Expanded Nutrition Program in Ohio. Research Series in Agricultural Education.

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date Apr 72

Note—19p.; A research report of a graduate study

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, Doctoral Theses, *Family Life, *Homemaking Education, Information Sources, Interviews, *Leadership Qualities, *Low Income Groups, *Participant Characteristics, Questionnaires, Research, Sociometric Techniques
Identifiers—*Ohio

To identify selected personal and social characteristics of those from whom low-income homemakers sought advice and information in family living, data were gathered from 131 homemakers who were enrolled in the Expanded Food and Nutrition Program in Cincinnati, Ohio, and from 30 opinion leaders who were identified by the homemakers. A descriptive survey utilizing individual interview techniques was the main procedure used in gathering data, and a few mailed questionnaires were used to obtain information from the opinion leaders. The opinion leaders were those who were named by two or more homemakers as persons from whom they would seek advice and information, based on 10 different hypothetical situations. A self-designation technique of identifying opinion leaders was also utilized, allowing both homemakers and opinion leaders to score themselves on a 0-6 scale. Specific conclusions reached were as follows: (1) There was no significant difference between the ages of the homemakers and the opinion leaders; (2) Opinion leaders had achieved a higher educational level; (3) Opinion leaders had a significantly higher income than the homemakers; (4) Magazines and radio were utilized by more opinion leaders than homemakers, but television and newspapers were utilized

similarly by both groups; (5) Relatives were used more often by the homemakers as a personal source of information; and (6) Opinion leaders had a higher socioeconomic level than the homemakers. Recommendations are made, and a bibliography is provided. (DB)

ED 070 956

AC 014 129

Leadley, Samuel M. Thomson, Joan S.

Nongovernmental Social Planning in Rural Areas of the United States.

Spous Agency—Office of Economic Opportunity, Washington, D.C.; Pennsylvania State Dept. of Community Affairs, Harrisburg. Bureau of Human Resources.

Pub Date 23 Aug 72

Note—12p.; Paper presented at the World Congress for Rural Sociology (3d, Baton Rouge, Louisiana, August 23, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Agencies (Public), *Community Development, Comparative Analysis, Interviews, *Personnel Selection, Private Agencies, Professional Personnel, *Program Evaluation, Research, *Rural Development, Rural Population, *Social Planning, Social Services, *Specialists, Technical Reports
Identifiers—*Rural Planning Specialists

In the experimental project reported, the U. S. Office of Economic Opportunity delegated its resources to the Pennsylvania Department of Community Affairs for the purpose of comparing public and private sector approaches to social planning in rural areas. A private agency, Community Services of Pennsylvania, was designated by the Department of Community Affairs to supervise the work of Rural Planning Specialists, one in each of two rural Pennsylvania counties. Two other Rural Planning Specialists were placed by the Department of Community Affairs with publicly controlled Planning Commissions in two other rural areas. Through a series of program analyses involving interviews with the four Rural Planning Specialists, their supervisors, and community leaders and chronological event analyses carried on over a period of nearly two years, preliminary conclusions are: (1) the introduction of nongovernmental social planners into rural areas can be accomplished in approximately six months less time than introducing the same social role through a public agency; (2) the selection of personnel for private planning role is more critical to program effectiveness than in a more highly structured public project; and (3) the review of proposed community development projects by nongovernmental social planners, while inhibited by their lack of formal structural ties with the public Planning Commissions, is possible through the establishment of informal relationships within the rural community setting. (Author/DB)

ED 070 957

AC 014 130

Marcus, Edward E.

Factors Affecting the Self-Image of the Older-Aged Learner.

Pub Date 72

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Learning, Age Differences, Bibliographic Citations, Educational Needs, Educational Planning, Learning Difficulties, Learning Motivation, *Middle Aged, *Older Adults, *Psychological Characteristics, Research Reviews (Publications), Self Concept, *Social Factors

Four background papers for a social psychological approach to the continuing education of older-aged (those over 50) persons are provided. In the first paper, "Social Impacts on Aging in American Culture," evidence derived from certain empirical studies is adduced to support a view that external elements—social values and age-norms, status patterns, and gross social system characteristics—produce much of the distinctive behavior and problems of old age. The second paper, "The Educational Plight of Today's Elderly," endeavors to summarize, in a way that escapes the bias of the professional educational view, some recent claims and developments related to the social change and demands of the present era that place special stress on the education of the older person. "Problem Solving and Complex Learning Behavior in Old Age," the third paper, includes a far from exhaustive review of a number of reports and writings about learning "decrement" in aging. The final paper, "Edu-

cational Interests of the Elderly as Motives to Seek Out Organized Instruction," concerns studies of the interests of the elderly, with regard to their usefulness to the educational planner. Each of the papers has its own list of references. (Author/DB)

ED 070 958 AC 014 132

Carlson, Robert A.

Conceptual Learning: From Mollusks to Adult Education.

Syracuse Univ., N.Y. ERIC Clearinghouse on Adult Education.; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Pub Date Mar 73

Note—40p.; Occasional Papers, No. 35

Available from—Library of Continuing Education, 107 Roney Lane, Syracuse, N. Y. 13210 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Adult Educators, *Concept Formation, *Concept Teaching, *Educational Philosophy, Learning Theories, *Literature Reviews, Research Reviews (Publications), Teaching Methods

Identifiers—Bruner (Jerome F), Piaget (Jean)

A brief analysis of conceptual learning in adult education and some philosophical implications for the practitioner are presented. This review traces the intellectual and political growth in the adult education movement. It lists recent seminal studies in the field and presents a series of relatively non-technical interpretations. The analysis of the literature is concerned primarily with the more basic question of whether the adult educator should attempt to incorporate conceptual learning into his practice. It concludes that some practitioners may be justified in rejecting conceptual learning if it is in conflict with their basic philosophies and life styles, while others may find much of value in it. (Author/CK)

ED 070 959 AC 014 133

Donaldson, Lyle A. And Others

A Study of the 4-H Organizational Leadership Development Process in Cannon, Knox, McMinn, Sullivan and Pickett Counties, Tennessee.

Pub Date 69

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Leaders, Community Leaders, Extension Agents, *Individual Characteristics, *Leadership Qualities, *Leadership Training, Nonprofessional Personnel, *Youth Clubs

Identifiers—*Four H Clubs, Tennessee

An attempt was made to determine the nature of the present 4-H organizational leadership in five counties, to identify organizational leader problems, and to determine methods and procedures for correcting these problems. It was proposed to solve the problems by preparing a plan that would cover the following leadership development phases: 4-H leader identification, selection, orientation, training, utilization, recognition, and evaluation. The 4-H organization leader is defined as a volunteer who guides the over-all direction of the local 4-H Club and coordinates the total activities of the club. Important characteristics of a good leader include respect from the community, liking children, and ability to work with adults. Following study of the situation the group concludes that the basic problem concerning organizational leaders in the five counties represented in this study was "lack of sufficient number of organizational leaders to do the job assigned to this leader position." It is pointed out that if detailed attention is given to the leadership development process, and if it is viewed as a continuous process, most of the leaders' role expectations will be more compatible with those held by the county Extension staff, and, as a result, the organizational leaders will begin to accept and do most of the organizational leader task. (Author/CK)

ED 070 960 AC 014 134

Anderson, Thomas H. Tippy, Paul H.

An Exploratory Study of Correspondence Students.

Illinois Univ., Urbana. Div. of Univ. Extension.

Pub Date 71

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correspondence Courses, *Correspondence Study, *Extension Education, Instructional Materials, Post Secondary Educa-

tion, *Questionnaires, Scheduling, Statistical Data, *Student Reaction, Study Habits, Surveys, Tables (Data), *University Extension

This study is the first of a larger research program aimed at identifying and parameters affecting the selection of, completion of, and achievement in correspondence study. A 15-item questionnaire and a cover letter which explained the project were mailed to 486 students who were enrolled in at least one correspondence course. Only 134 of the questionnaires were filled in correctly and returned. Three items of data were coded onto the questionnaires as they were returned: sex of student, number of lessons completed, and number of lessons in the correspondence course. The first four items measure students' reactions to their courses of study and to correspondence study in general. Results from Item 2 show that 64% of the student rated the courses Interesting or Very Interesting, while 15% rated the courses as Uninteresting or Very Uninteresting. Responses to Item 5 indicate that about one third of the respondents did not establish a lesson completion schedule for their course. Results from Items 6 and 7 show that most students would not have welcomed help by the Correspondence Office in establishing and administering any type of lesson schedule. Recommendations include: (1) That each correspondence course prepared by university instructors be evaluated by peers of the instructor; and (2) That materials be prepared which will enable a student to plan his study schedule. (CK)

ED 070 961 AC 014 135

Miller, Harry G. Buser, Robert L.

Developing the Individual in the Adult Classroom. An Experimental Instrument Designed for Adult and Continuing Education.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, *Autoinstructional Programs, Behavior Change, Individual Development, *Individual Study, *Self Concept, Teacher Education, *Teaching Guides

A self-instructional program in which teacher participants are asked to work individually as well as in groups is presented. Directions are provided for each activity. The program is divided into four major sections: (1) The Role of Adult Education, (2) Techniques for Building a Positive Self-Image; (3) Self-Application of Techniques, and (4) Behavioral Adjustment. (CK)

ED 070 962 AC 014 136

Martin, R. D.

Highlights of Off-Campus Interviews During Sabbatical Leave: October 1, 1971 - March 31, 1972.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Changing Attitudes, Colleges, *Extension Education, *Interviews, National Programs, *Program Evaluation, Universities

Identifiers—Australia, Greece, India, Iran, Japan, Nepal, New Zealand, Philippines, Spain, Taiwan, Thailand, Turkey, United States

An educator's report on his observations which occurred during a five-month tour of interviews is presented. Numerous states, universities, and foreign countries were covered in the tour. The specific nature of these comments concerns the educational extension activities of the places visited. (CK)

ED 070 963 AC 014 139

Sanders, Harry C.

Instruction in the Cooperative Extension Service. Louisiana State Univ., Baton Rouge. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 72

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Students, *Behavioral Objectives, Books, *Curriculum Design, Educational Objectives, *Extension Agents, Instructional Materials, *Professional Training, Program Evaluation, Program Planning, Student Evaluation, *Teaching Techniques

The following six ideas relating to the work of the Cooperative Extension Service are presented:

(1) Giving instruction is the Service's major function; (2) Tyler's curriculum and instruction principles are a good guide in developing the instructional function of the organization; (3) Instruction is the principle tool used in influencing behavior of other Extension personnel; (4) Service instruction principles are applicable to the work of all personnel who instruct their clientele; (5) Instruction is conducted to influence overt behavior of clientele; and (6) Service personnel need breadth and depth of training. Chapter I presents the legal base for declaring instruction to be the Service's primary function. Chapter II presents a concept of Extension objectives. Chapter III outlines a procedure for selecting objectives. Chapter IV presents some of the learning experiences used by the Extension. Chapter V presents criteria for organizing learning experiences for effective instruction. Chapter VI is a discussion of necessary materials and services which must be available to clientele for success in instruction. Chapters VII, VIII, and IX are devoted to evaluation, organization, and application of the theoretical concept, respectively. Chapter X presents a brief discussion of the areas of knowledge required for good extension instruction. (Author/CK)

ED 070 964 AC 014 141

Coughenour, C. M.

Enterprise Dominance as Related to Communication and Farmers' Technological Competence and Satisfaction.

Kentucky Univ., Lexington Agricultural Experiment Station.

Pub Date May 72

Note—49p.; Bulletin 712

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Occupations, *Extension Agents, *Farmers, *Farm Management, Hypothesis Testing, Information Utilization, Mass Media, *Participant Characteristics, Research, *Socioeconomic Status, Surveys, Technology

An investigation was conducted to assess the effect of enterprise dominance on selected aspects of the infrastructure of agriculture. The hypothesis was that dominance of a particular type of farming in an area is signified by a set of cultural and social values that dispose the agencies serving farmers and the farmers themselves to favor interests and activities associated with the dominant enterprise, and to disperse and neglect activities associated with subordinate enterprises. Measurement of enterprise-dominance effects involved the selection of (1) an area in central Kentucky in which beef cattle production was more important than hog production, and (2) an area in western Kentucky in which these two enterprises were equally important. The survey farmers reflected in their own enterprises the area differences in relative dominance of beef cattle and hogs. The hypothesis was supported in the following ways: (1) the agent's perception of farmers' commitments to hog production, (2) the amount of time extension agent spent on matters pertaining to beef cattle compared with hogs, (3) the relative numbers of requests for information the agents received from beef cattle and hog producers, (4) the proportions of his farm visits in which the agent dealt with a beef cattle or hog production problem, (5) the farmers with whom he most often initiated contact, and (6) the relative emphasis of the extension agents on recommended practices pertaining to beef cattle and hogs. (Author/CK)

ED 070 965 AC 014 144

Report of the United States Delegation to the United States Educational, Scientific and Cultural Organization International Conference on Adult Education (3rd, Tokyo, Japan, July 25 - August 7, 1972).

Pub Date Nov 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Educators, *Conference Reports, Continuous Learning, *International Organizations, Professional Personnel, *Program Development, Vocational Education

Identifiers—*UNESCO

The Third International Conference on Adult Education focused on: (1) trends in adult education during the last decade, (2) functions of adult education in the context of life-long education, and (3) strategies of educational development in

respect to adult education. The report of the United States delegation covers the following topics: (1) Title, Site, and Dates of the Conference, (2) Background, (3) Agenda and Schedule, (4) Participants, (5) U. S. Delegation, (6) Organization of the Conference, (7) Work of the Commissions, (8) Work of the Conference, (9) Future Meetings, (10) Republic of Korea Confrontation with Cuba, (11) Activities of the United States Delegation, (12) Conclusions of the United States Delegation, (13) Conference Summary and Conclusions, (14) Recommendations of the United States Delegation, and (15) Annexes. (CK)

CG

ED 070 966 CG 007 265

Fisher, Allan H., Jr. *And Others*
Patterns of Drug Usage Among Vietnam Veterans.
Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.
Report No.—HumRRO-PP-12-72

Pub Date May 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Abuse, *Drug Addiction, Enlisted Men, Factor Analysis, Marihuana, *Military Personnel, *Narcotics, Rehabilitation, Research Projects, *Veterans

A factor analysis was performed on an intercorrelation matrix of reported drug usage frequencies for seven drug categories at two consecutive periods of time. Subjects were 1,010 Army Vietnam veterans in pay grade E6 or below, aged 26 years or less. Retrospective reporting identified drug usage prior to a tour of Vietnam and during the tour. Four factors were extracted: (a) chronic use of marijuana, both before Vietnam and during Vietnam; (b) general drug usage during the Vietnam assignment; (c) pre-Vietnam narcotics usage; (d) pre-Vietnam soft drug encompassing the use of both amphetamines and barbiturates. Implications derived were: (a) Improved procedures for selection may be required to identify potential enlistees and Vietnam assignees with drug use problems; (b) separate rehabilitation efforts may be required to treat successfully both longterm chronic drug users and men whose drug behavior was only recently acquired in Vietnam; (c) additional analyses are required to study drug use experimentation in Vietnam to determine whether it leads to chronic use of narcotics. References are included. (Author)

ED 070 967 CG 007 396

Gaebelein, Jacquelyn
Third Person Instigated Aggression.

Pub Date 72

Note—9p.; Paper presented at the Eastern Psychological Association Meeting, April 27-29, 1972, Boston, Massachusetts

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Behavior Patterns, Laboratory Experiments, *Laboratory Techniques, *Reactive Behavior, Research Projects, Situational Tests

Since many acts of aggression in society are more than simply an aggressor-victim encounter, the role played by third person instigated aggression also needs examination. The purpose of this study was to develop a laboratory procedure to systematically investigate instigation. In a competitive reaction time task, high and low Machiavellian Males suggested which shock intensity their partners should deliver to an opponent. Instrumental reward, partner's cooperativeness, and opponent's provocation increased the aggressiveness of the suggestions across the blocks of trials, while Machiavellianism had no effect. References are included. (Author/SES)

ED 070 968 CG 007 592

Rekers, George A. *And Others*
Behavior Treatment of Deviant Sex-Role Behaviors in a Male Child.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 72

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Behavioral Science Research, *Behavior Change, *Behavior Patterns, *Behavior Problems, Conditioning, Males, Personality Change, *Sex (Characteristics), Sexuality

This study demonstrated reinforcement control over pronounced feminine behaviors in a male child who had been psychologically evaluated as manifesting "childhood cross-gender identity." Reinforcement control over cross-gender behavior was demonstrated by identifying some behavioral treatment conditions under which feminine behaviors could be suppressed. Behavioral observations were obtained for several feminine behaviors in the clinic and the home. An intrasubject design insured both replication and reliable identification of relevant treatment variables. The treatment effects were found to be largely response-specific and stimulus-specific. This research suggested a preliminary step towards correcting pathological sex-role development in boys, which may provide a basis for the primary prevention of adult transsexualism, or similar adult sex-role deviation. The clinical history of the subjects paralleled the retrospective reports of adult transsexuals including seven specifically defined variables. (Author)

ED 070 969 CG 007 629

Morrill, Weston H. *And Others*
Dimensions of Counseling Intervention. Technical Report Number 1.

Rocky Mountain Behavioral Science Inst., Inc., Fort Collins, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, Counseling Effectiveness, *Counseling Goals, Counseling Services, *Counselor Functions, Counselor Performance, *Counselor Role, Helping Relationship, *Intervention, Psychoeducational Processes

A descriptive model was developed of the dimensions of possible counseling interventions. The three dimensions are the target of intervention, purpose of interventions, and type or method of intervention. The target of the intervention refers to the possibility of interviewing with the individual, his primary or associational groups, or the institutional or societal groups that influence his behavior. The second dimension refers to whether the purpose of the intervention is remedial, preventative or developmental. The method of intervention may be directly by a professional or indirectly through the use of paraprofessionals, media or other means. These dimensions are explained further and examples are provided illustrating each classification. A definition of outreach which is based on the model is presented. Outreach programs are defined as any program which extends beyond the individual/remedial/direct intervention cell of the model. (Author)

ED 070 970 CG 007 644

Project You: 6470.42.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—61p.; An Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Education, Career Opportunities, *Career Planning, *Curriculum Guides, *High School Curriculum, High Schools

Identifiers—*Quinmester Program

This course of study is designed to acquaint students with the world of work and the personal characteristics that will help them to succeed in their career choices. The course outline is prepared as an instructional guide. High school curricular offerings are examined as an intermediate step in planning. The course content encompasses research on various theories of career choice, the impact of youth on the labor force, job opportunities and requirements, personal appearance, job applications, and work relationships. Resource personnel from the business community as well as tours to business sites can be incorporated. Topics can be rearranged to suit the teaching methods of the teacher. It is highly recommended that teachers supplement their teaching methods through the use of specified textbooks. (Author/WS)

ED 070 971 CG 007 648
Human Relations: Current Trends in School Policies and Programs.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—81p.

Available from—National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$6.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attitudes, Community Relations, *Human Relations, *Human Relations Programs, *Human Services, *Rapport, School Attitudes, School Community Relationship, Social Integration, Student Teacher Relationship, *Surveys

This report explores some of the promising steps school districts across the nation are taking to encourage greater understanding in human relations. "Human relations" in schools is an attempt to change attitudes and to build foundations of mutual respect and understanding among students, staff members, and the community. Race relations is only part of the broader concept of human relations. This report looks at such components as employment practices, staff training, curriculum, student activities, school-community relations, federally funded projects, and other attempts schools are making to further human relations. In addition to having a common objective, most of the school human relations programs which reported in a nationwide survey seemed to share a common awareness of the need to appreciate differences, as well as similarities among people in order to build good human relations. (Author/WS)

ED 070 972 CG 007 660

Bartoo, Jean

Major Legal Aspects of Sex Education.

Pub Date Nov 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Litigation, Ethical Instruction, *Family Life Education, Legal Responsibility, Parent Responsibility, *School Responsibility, *Sex Education, Teacher Responsibility

The legal status of sex education in the public schools in the United States as it existed at the close of the 1971-72 school year was investigated. The investigation included surveys, analyses, and interpretations of statutes, significant rules and regulations of state departments of education, and court holdings as they applied specifically to sex education. Investigation and analyses of the court cases involving sex education indicated that the courts are not in accord on the question of an inherent parental right to instruct in matters of morality and religion. It appears that the courts will support the right of school authorities to establish curriculum in sex education, family life, or human sexuality so long as it is not arbitrary, capricious, unreasonable, or in violation of state or federal laws or constitutions. The courts will also uphold the individual constitutional right to excusal from such instruction on the grounds of invasion of religious freedom or personal morality. (Author/WS)

ED 070 973 CG 007 662

Bliss, James L. *And Others*

Cable T.V.: Boon to Vocational Guidance in Rural Areas.

Pub Date Jun 72

Note—24p.; Paper presented at the American Personnel and Guidance Association Convention, March 27-31, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Career Education, Employment, *Employment Opportunities, Employment Practices, *Employment Services, Jobs, Labor Market, *Televised Instruction, Television, Vocational Development

Allegany Opportunities is a television series which is designed to assist people who may be unemployed, underemployed, or contemplating entering an occupational field by informing them of opportunities available for work, training, and education and procedures for securing work in rural Allegany County. Emphasis is on those occupations requiring less than four years of college preparation. This paper first explores the development of the idea of a T.V. series about local occupations to be shown by the community

cable T.V. company and procedures for involving the local community in the production. The technical procedures used to produce a broadcast quality video program with a minimal of technical staff budget are elaborated on. The paper also describes the community survey undertaken to evaluate the effectiveness of the series in providing occupational information in the community. (Author/WS)

ED 070 974 CG 007 665

Chadwick, Bruce A. Bahr, Howard M.
Factors Relevant to Interracial Avoidance or Acceptance Behavior in an Integrated High School. Washington State Univ., Pullman. Washington Agricultural Experiment Station.
Pub Date 71

Note—32p.; Scientific Paper 3729

Available from—Bruce A. Chadwick, Department of Sociology, Brigham Young University, Provo, Utah

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, *Bicultural Schools, High School Students, Integration Studies, *Race Relations, Racial Discrimination, Racial Factors, Racial Integration

Antecedents and correlates of interracial behavior among high school students were assessed. Separate questionnaires were prepared for white and black students so that specific items reflected explicitly to members of one's own race or to members of the other race. These questionnaires were completed by 750 students in an integrated high school that had experienced several months of racial conflict. Differential rates of avoidance and integrative behavior were observed when race, sex and school class were controlled. The racial differentials were found to be slight, but blacks consistently manifest integrative behavior more frequently than whites. Past equal status contact emerged as the strongest correlate of voluntary interracial behavior, followed by authoritarian personality characteristics and social pressures. Other important predictors of integrative behavior were prejudice, tendency to discriminate, fear of future competition and involvement in school activities. It was concluded that lack of knowledge about the antecedent of racial behavior are apparent in the limited success of programs designed to reduce racial prejudice. (Author/BW)

ED 070 975 CG 007 666

Childs, Robert D.
The Pregnant Public School Student: Legal Implications for School Administrators.
Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education, Elementary School Students, *Females, High School Students, *Legal Problems, *Legal Responsibility, *Pregnancy, Public Schools, *Pupil Personnel Workers, Sexuality, *Students

This study had two purposes. The primary purpose was to determine the current legal status of pregnant students in the public schools in the fifty states in 1972. The secondary purpose was to examine implications of the findings for administrators faced with this student problem. The design of the study included a combination of the following research methods: historical, legal, survey and comparative. The results of the study indicated that restrictive attitudes toward sex and pregnancy continue to exert considerable influence on student personnel policies of the public school. It was also evident that the total number of school-age girls desiring to complete their education was increasing. The following implications drawn from the findings were offered to school administrators: (1) some repressive attitudes toward sex continue to be harbored; (2) the increasing number of pregnant students demanding an education will mandate that formalized procedures be evolved for their education; (3) in the common law, pregnant students have the constitutional right to an education; (4) discrimination based on sex, motherhood, pregnancy are subject, etc. (Author/WS)

ED 070 976 CG 007 668

Farrell, Ronald A. Morriane, Thomas J.
Social Interaction and Stereotypic Responses to Homosexuals.

Pub Date 72

Note—38p.; Paper presented at the Annual Meeting of the American Sociological Association

(67th, August 28-31, 1972, New Orleans, Louisiana)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Images, *Interpersonal Relationship, Males, *Sexuality, *Socially Deviant Behavior, *Social Status, Stereotypes Identifiers—*Homosexuals

This work focuses on the variations in societal responses perceived by male homosexuals in various group settings of interaction and on the relationship of these responses to their social status and related behavioral characteristics. Conclusions were based on the analysis of data collected from a sampling of 148 male homosexuals in and around a large midwestern city. These are as follows: (1) stereotypic responses are more likely to occur under the interactional precepts characteristic of secondary groups due to their impersonal and one-way interaction; and, (2) lower class homosexuals are more likely to perceive stereotypic responses due to their closer approximation to the stereotypic image of a homosexual. It is suggested that the display of stereotypic behavior is a manifestation of the lower class homosexual's desire to be identified with the homosexual community. This identification may provide a meaningful self definition and an opportunity for upward mobility unattainable in the larger society. (Author/WS)

ED 070 977 CG 007 670

Gecas, Viktor And Others
The Development of Self-Concept in the Child: Model Theory Versus Mirror Theory.

Pub Date 72

Note—21p.; Paper presented at the American Sociological Association Meeting, August 28-31, 1972, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Childhood, Childhood Attitudes, Children, College Students, *Family Influence, Family Life, High School Students, *Parent Child Relationship, *Parent Influence, Parents, *Self Concept, Self Evaluation

The focus of this study was to compare the relative influence of the two theories commonly utilized to explain the development of a child's self-concept and to examine some contingencies under which one or the other process is more important. The "mirror theory" looks to the reflected appraisals of significant others as the important influence on a person's self-concept. The "model theory" holds that the child's self-concept is modeled after the images of the significant others in his environment. Questionnaire data were obtained from four family members for 219 families. The findings consistently showed that mirror relationships are stronger than model relationships. This means that the parent's evaluation of the child was more strongly related to the child's self-evaluation than was the parent's self-evaluation. The results do favor the "looking glass" conception of self-concept formation, but because the correlations were somewhat low, findings are more suggestive than conclusive of the relative importance of mirroring versus modeling process. (WS/Author)

ED 070 978 CG 007 671

Piontkovsky, R.
New Vistas for the Community College. Revised Edition.

Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).

Pub Date May 72

Note—179p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Colleges, Community Development, *Community Involvement, *Curriculum Development, Educational Objectives, *Educational Philosophy, *Manuals, Mathematics Curriculum, Off Campus Facilities, Social Disadvantage, Social Values

The manual conceptualizes the community college mission as it is differentiated from that of the junior college, the trade institute, and the university. In a time when urbanization and industrialization have led to a loss of sense of community and when even education has become increasingly centralized and depersonalized, the community college has assumed responsibility for a symbiotic arrangement among various traditional community service functions and has matched them to specific community needs in a synergistic ecology. The author feels that the community college program, then, must center around the di-

alectic between the dichotomies of our social mores and the rights of the individual. Specifically, local opportunities and needs of St. Clair College in Windsor, Ontario are examined, with particular attention to a life skills course. Extensive addenda to the manual include: (1) other community programs; (2) data on the disadvantaged; (3) the instruction centres; (4) the public's view; (5) the community college curriculum; (6) admission procedures; (7) evaluation procedures; (8) problems being faced locally; and (9) a selected bibliography. Pertinent statistical data is provided. (SES)

ED 070 979 CG 007 672

Giroux, R. F. And Others
A Proposal to Establish a Community Demonstration Project for Disadvantaged Adults.

Saint Clair Coll. of Applied Arts and Technology, Windsor (Ontario).

Pub Date Mar 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, *Adult Education Programs, Adult Programs, Compensatory Education, *Compensatory Education Programs, *Disadvantaged Groups, *Educational Disadvantage, Remedial Programs

This is the text of the initial proposal to service disadvantaged urban adults through compensatory academic education and life coping skills. The publication includes a discussion of the general problem of today's disadvantaged adult, a brief description of the proposed program, a historical retrospect and a bibliography. The major aim of the Off-Campus College Preparatory Program is to assist the disadvantaged adult to re-enter the world of work by preparing him for immediate employment opportunities. The implementation of this program enhances the human potential of the disadvantaged by combining a program of: (a) basic education and (b) life skills supported by a related field experience. The population consisted of seventy-five participants selected by the Windsor Canada Manpower Centre. The program was designed for continuous weekly intake over a one-year period with a staff consisting of professionals, with paraprofessionals relating to field experiences. (Author/BW)

ED 070 980 CG 007 673

Haug, Marie R. Sussman, Marvin B.
Agents of Social Control: Issues in Rehabilitation Manpower.

Case Western Reserve Univ., Cleveland, Ohio. Dept. of Sociology.

Pub Date 72

Note—18p.; Paper presented at the American Sociological Association Meeting, August 28-31, 1972, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Helping Relationship, *Human Services, Interpersonal Relationship, *Manpower Needs, *Occupational Choice, Personnel Needs, Physically Handicapped, *Rehabilitation, Rehabilitation Counseling, Vocational Rehabilitation

The various specialty occupations dealing with the rehabilitation of the disabled, retarded, disfigured, emotionally disturbed and socially disadvantaged have for a number of years suffered a manpower shortage. Since rehabilitation clients are stigmatized as unpleasantly different, and dealing with them is therefore considered "dirty work," it has been difficult to recruit rehabilitation workers as agents of social control. Data from a sample of rehabilitation counselors show that even some of these workers agree that clients are physically unpleasant and persons who have a disability are over-represented in this occupational group. Data from a sample of college students reveal variations in possible acceptance of rehabilitation clients on the basis of sex, race and occupational values with females, Blacks and those with people-oriented values the most accepting. Implications of the interactions of the staff and client stigma for manpower recruitment in the field are discussed. (Author)

ED 070 981 CG 007 674

Hirsch, Jerrold I., Ed.
Adult and Part-Time Students: Individuals in Higher Education.

American Coll. Personnel Association, Washington, D.C.

Pub Date 28 Mar 72

16 Document Resumes

Note—59p.; Proceedings of a workshop held during the American Personnel and Guidance Association Convention, March 26-30, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Characteristics, *Adult Development, *Adult Education, *Adult Education Programs, *Adult Programs, *Adults, *Adult Students, *College Students, *Individual Characteristics, *Part Time Students

A workshop was conducted by a commission concerned with encouraging and directing the leadership in student personnel work for adults in higher education. The workshop objectives were to highlight the unique characteristics of adult students and to explore the new setting that is emerging. In addition, an attempt was made to encourage creative action to meet the needs of adult students as individuals. The workshop was divided into four phases: (1) an identification of the characteristics of the part-time and adult student; (2) an examination of the college community, highlighting innovative programs, in light of the needs of adult students; (3) an identification of services directly relating to and affecting the adult student; and (4) an attempt to synthesize the earlier discussions. (Author/BW)

ED 070 982 CG 007 676

Huntzburger, Steve And Others

An Evaluation of the Indiana Career Resource Center. Research and Evaluation Report Series Number 1.

Indiana Univ., South Bend. Indiana Career Resource Center.

Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis. Div. of Vocational Education.

Pub Date Jul 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Education, *Career Planning, *Careers, *Goal Orientation, *Guidance, *Occupational Guidance, *Student Reaction, *Vocational Development, *Vocational Education, *Vocational Interests

An evaluation was conducted of the services and materials by the Indiana Career Resource Center. The center is an area information center which has a large number of functions in the surrounding area and comes into contact with many groups. A three part questionnaire was designed to evaluate the center's performance. The three sections were: (1) an information section about the respondent; (2) a section designed to gain information about the students' overall response to the center; and (3) a section to evaluate the response of adults to the school program which the Center offers. A number of conclusions are presented. It was generally concluded that the Indiana Career Resource Center is providing a service that has been well received by the students and has been helpful to them in acquiring valuable information about different careers. (Author/BW)

ED 070 983 CG 007 677

Jacobson, Cardell K.

Attitudes About Racial Separation and Student Performance.

Pub Date Aug 72

Note—15p.; Paper presented at the American Sociological Association, August, 1972, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Junior High School Students, *Performance, *Performance Factors, *Race, *Race Influences, *Race Relations, *Racial Attitudes, *Racial Characteristics, *Racial Differences, *Racial Integration, *Racial Segregation

This paper describes research findings which indicate that black students in competition with white students exhibit self-deprecating behavior. They devalue their performance relative to the performance of white students. A large percentage of these research findings are the result of work performed by Irwin Katz in small group settings. Katz and others have also found that the race of both the competitors and the experimenter effects the performance of the black student. The research reported in this paper attempted to expand on this research and examined the reactions of both black and white students when their performance was not equal. It also examined the effects of black power on performance and self-deprecation. Finally, it at-

tempted to examine more fully white students' reactions to competition with black students. The results indicate that one positive benefit of black separatism is a decreased fear of competition. (Author/WS)

ED 070 984 CG 007 678

Leonard, Wilbert M., II

An Investigation of Attitude Consistency.

Pub Date Aug 72

Note—24p.; Paper presented at the American Sociological Association Meeting, New Orleans, Louisiana, August 28-31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Attitudes, *Behavior, *Behavior Rating Scales, *Behavior Theories, *Cognitive Development, *Cognitive Processes, *College Students

The author explores some germane implications of cognitive consistency theory. An "affective-cognitive consistency" theory, which specifies the relationship between the affective and cognitive components of the attitude structure, was taken as the theoretical basis of this study. The theory suggests that by knowing what a person values, it should be possible to predict the valences of the cognitive and affective components. An instrument designed to deal with these attitudinal dimensions was administered to a sample of 350 college students. The results of the research tended to be mixed in terms of the affective-cognitive model. There was a moderate degree of relationship (approximately .35 for contingency coefficient) between cognition and affect. (Author/WS)

ED 070 985 CG 007 680

McKee, Michael R.

Drug Abuse Knowledge and Attitudes in "Middle America".

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Drug Abuse, *Drug Addiction, *Drug Education, *Health, *Health Education, *Knowledge Level

This is a study of drug abuse attitudes and knowledge in "Middle America". A random sample of teachers, parents, police, mental health clinic workers, ministers, and high school students (both drug users and non-users) were interviewed and tested to ascertain their attitudes and knowledge regarding drugs. The findings are that drug users, in addition to being much more knowledgeable about drugs than non-users, encounter quite different problems related to drug use than non-users might imagine. Evidence indicates that users are very aware of the fallacy of considering "drugs" in a general, all-encompassing way, and instead make sharp distinctions between drugs. Non-users continually fail to do this. The report concludes that prevention and educational programs should take into consideration both a large attitudinal difference and a certain sophistication among drug users, even at the high school level. Particular problems and areas of ignorance are noted in order to aid in establishing more realistic, efficient, and effective organization, staffing, and operation of programs. (Author/WS)

ED 070 986 CG 007 681

Morris, Larry W. And Others

Effects of a Therapeutic Modeling Film on Cognitive and Emotional Components of Anxiety.

Spons Agency—Middle Tennessee State Univ., Murfreesboro.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [70]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Anxiety, *Desensitization, *Educational Therapy, *Emotional Experience, *Emotional Response, *Films, *High School Students, *Therapy

This study examined the nature of the anxiety reduction resulting from the administration of a film designed to reduce anxiety about snakes. One-hundred-sixty high school seniors viewed either a modeling film or a control film. As expected, the modeling group, compared to control subjects, experienced significantly greater decrements on self-report measures of anxiety and avoidance of snakes and demonstrated significantly fewer false assumptions about snakes after viewing the film than before. Also as expected, following the distinction between Worry and

Emotionality as separable components of anxiety, Worry scores decreased significantly more for the modeling than for the control group, whereas no differential changes in Emotionality were found. (Author)

ED 070 987 CG 007 685

Spitzer, Steven

Labeling the Deviant Act: Toward a General Theory of Deviant Behavior.

Pub Date Aug 72

Note—13p.; Paper presented at the American Sociological Association, New Orleans, Louisiana, August 28-31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analytical Criticism, *Culture Conflict, *Models, *Social Characteristics, *Social Development, *Social Environment, *Social Influences, *Socially Deviant Behavior, *Theories

The labeling perspective is analyzed in terms of its contribution to the development of a general theory of deviant behavior. The implicit model of social organization framing the labeling process is described, and the limiting conditions for its application explored. Special attention is accorded to the interplay between social organizational and social psychological levels of analysis, and areas of interpenetration between the labeling model and the more traditional interpretations of deviance. Three images of the deviant suggested by the labeling approach are examined: the deviant as outsider, the oversocialized deviant, and the deviant as convert. Each of these images is discussed in terms of its consequences for the elaboration and refinement of a theory of deviance. Several aspects of deviant socialization are outlined as a basis for modifying and extending the labeling approach. (Author)

ED 070 988 CG 007 686

Counselor Ideas in Action.

Arizona State Dept. of Education, Phoenix.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date [72]

Note—217p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Counseling, *Counseling Programs, *Counseling Services, *Counselors, *Guidance Counseling, *Pupil Personnel Services, *Student Personnel Services

This publication contains descriptions of various guidance and counseling programs that are currently in operation in Arizona schools. It is a direct outgrowth of numerous requests that counselors have made concerning "ideas." Hopefully counselors might adopt or adapt some of them wholly or in part to their own situation. Ideas from other states are also included. The content is divided into the following sections: Secondary; Junior High School; Elementary and Related Information. Examples of programs described are as follows: Experimental Program for Disadvantaged Students; a Personal Approach to Career Explorations; Small Group Counseling and Classroom fishbowl; Utilizing Peer Power to Influence the Peer Group; and An Adlerian Approach to Family Counseling. (Author/WS)

ED 070 989 CG 007 694

Strand 1 - Physical Health; Dental Health for Grades K-3. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Curriculum Development Center.

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Guides, *Dental Health, *Elementary School Curriculum, *Elementary School Students, *Hygiene, *Instructional Materials, *Physical Health, *Primary Grades, *State Curriculum Guides, *Teaching Guides

This is a curriculum guide for teaching dental health material to early elementary grade students. This outline emphasizes the prevention and treatment of dental diseases, and is designed to provide the knowledge and develop the habits necessary for a lifetime of good dental health. A list of seven pupil objectives is presented to develop good dental health, including personal care and proper diet. Each instructional topic is outlined under four headings: (1) reference; (2) major understandings and fundamental concepts; (3) suggested teaching aids and learning activities; and (4) supplementary information for

teachers. This is followed by a bibliography of related books, charts and posters, filmstrips, and films. The major rationale for presenting this course is that while good dental health is recognized as one of the vital needs of children, dental diseases are almost universal and no infallible means of preventing them has been found. (Related documents for other grade levels are CG 007 695 and CG 007 696.) (Author/BW)

ED 070 990 CG 007 695
Strand I - Physical Health; Dental Health for Grades 4-6. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Curriculum Development Center.
Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Guides, *Dental Health, Elementary School Curriculum, *Elementary School Students, Hygiene, *Instructional Materials, Intermediate Grades, *Physical Health, State Curriculum Guides, Teaching Guides

This is a curriculum guide for teaching dental health for grades 4-6. Each topic area is outlined under the headings of: (1) reference; (2) major understandings and fundamental concepts; (3) suggested teaching aids and learning activities; and (4) supplementary information for teachers. Main topics include: (1) growth and development of teeth; (2) nutrition and dental health; (3) dental health status; (4) maintaining oral hygiene; and (5) the dentist and dental health. Some of the course objectives are to: (1) develop good dental health habits including personal care and proper diet; (2) understanding the relationship of dental health to general health; (3) appreciate the relationship of dental health to appearance; (4) encourage periodic professional dental treatment; (5) avoid accidents to teeth; and (6) help the children understand and avoid habits which adversely affect dental health. (Related documents for other grade levels are CG 007 694 and CG 007 696.) (Author/BW)

ED 070 991 CG 007 696
Strand I - Physical Health; Dental Health for Grades 7, 8, 9.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 69

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Guides, *Dental Health, Health, Hygiene, *Instructional Materials, *Junior High School Students, *Physical Health, State Curriculum Guides, Teaching Guides

This is a curriculum guide for teaching dental health material for grades 7-9. Each topic is outlined under the headings of: (1) reference; (2) major understandings and fundamental concepts; (3) suggested teaching aids and learning activities; and (4) supplementary information for teachers. The topics include: (1) the nature of the problems of dental health; (2) characteristics of oral structures; and (3) the problem of dental carries. The content of this health curriculum guide has been established as a five-strand approach to the concepts, generalizations, understandings, and facts; the values and applications; and the basic skills and decision-making processes that are the keys to good health. The five-strand approach provides maximum flexibility for program development in the schools, and makes it possible to utilize the services of writer-consultants who are experts in their fields. (Related documents for other grade levels are CG 007 694 and CG 007 695.) (Author/BW)

ED 070 992 CG 007 699
Strand I - Physical Health; Disease Prevention and Control for Grades 10, 11, and 12. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.
Pub Date 69

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communicable Diseases, *Curriculum Guides, *Disease Control, *Health Education, *Health Programs, *High School Curriculum, High School Students, Instructional Aids, Secondary Grades, Secondary School Teachers
Identifiers—New York

This health curriculum guide, intended for use in grades ten through twelve, addresses itself to disease prevention and control concepts which are particularly relevant to the adolescent's physical health needs. The contents of the guide are presented in outline form and cover source of infection, preventing the spread of communicable diseases, common communicable diseases, public health control of communicable diseases, and biological warfare. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information for teachers, as well as multimedia resources for use when presenting the unit. Pupil objectives for this physical health unit are given in terms of the student's increased understanding of how to protect himself and others from communicable diseases, of his appreciation for the interrelated responsibilities of individual and community in controlling communicable diseases, and of his familiarity with those community health services designed to help control communicable diseases. (SES)

ED 070 993 CG 007 700
Strand I - Physical Health; Health Status for Grades K-3. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Curriculum Development Center.
Pub Date [69]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Elementary Grades, *Elementary School Curriculum, Elementary School Teachers, *Health Education, *Health Programs, Instructional Aids, Kindergarten, *Physical Health
Identifiers—New York State Education Department

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the discovery of the multidimensionality of the concept of health and fitness, with its physical, emotional, and social components. The contents of the guide are presented in outline form and cover health measurement, getting to know the school health team, others in the community interested in health, and keeping well and happy. For each content area and its sub-divisions fundamental concepts and understandings, teaching aids, and learning activities are suggested. The guide also supplies supplementary information which a teacher could incorporate into the lessons at a simplified level. Outcomes of this unit in physical health are given in terms of (1) the child's awareness of his own growth and development and recognition of the need for body fitness; (2) the realization that health is a quality of life that can be appraised and measured; (3) familiarity with the school health team and its role; (4) appreciation of the role of "Community Helpers" in health problems; (5) basic understanding of the interrelatedness of the physical, mental, emotional, and social aspects of the individual; and (6) attitudes that will motivate the student to practice wholesome habits of personal health. Extensive multimedia resources are listed. (SES)

ED 070 994 CG 007 701
Strand III - Mental Health for Grades K-3. Special Edition for Evaluation and Discussion.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.
Pub Date 70

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Elementary Grades, *Elementary School Curriculum, Elementary School Teachers, *Family Life Education, Instructional Aids, *Instructional Materials, Kindergarten, *Mental Health, Personality Development, Primary Grades

This health curriculum guide, intended for use with children in kindergarten through grade three, is based upon the commonality of experience which virtually each child brings into the classroom with him: his participation in a family unit. The contents of the guide are presented in outline form and cover the family, understanding the life cycle, and human growth and development. For each content area and its sub-divisions, fundamental concepts, teaching aids, and learning activities are suggested. The guide also supplies supplementary information

which a teacher could incorporate into the lessons at a simplified level. It includes socialization patterns, value development, physical growth characteristics, and more sophisticated definition of concepts. Outcomes of this unit in mental health are stated in terms of the student's increased understanding and heightened appreciation of himself as a developing individual, of his role within his family, and of his relationships with those outside his family unit. (SES)

ED 070 995 CG 007 715
Bull, C. Neil
Predictions of Future Daily Behaviors: A Further Replication.

Pub Date Aug 72

Note—8p.; Paper presented at the Annual Meeting of the American Sociological Association (New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, College Students, Decision Making, *Leisure Time, *Prediction, *Predictive Measurement, Recreational Activities, Research Projects, Surveys

The present study is a continuation of a series of studies dealing with predictions of future daily behaviors. Because of the finite nature of time, people have to make choices among activities, bearing in mind the duration of such activities. The dimension of "discretion", which deals specifically with the duration of time a person spends on an activity, is introduced as a determinant of action; this is in contrast to the findings of earlier studies which credited the stability and routinization of an individual's social life as the best predictor of stability of behavior in that position. Research was done with senior classes in sociology during the first week of a new semester and again halfway through that semester in an effort to determine the subjects' ability to predict what they would do during the next day. Data show that leisure and social activities are most flexible in that they are included and dropped most frequently in a day and that they are also least well predicted with respect to time. The author feels that his findings lend further support to the concept of discretion as the central dimension to the measurement of leisure. Weak support is given to the contention that the routinization of social life as measured by length of time spent in a position reduces the errors in predicting future behaviors. References are included. (Author/SES)

ED 070 996 CG 007 718
Deaux, Kay

Sex and Helping: Expectations and Attributions.

Pub Date Sep 72

Note—10p.; Paper presented at the American Personnel and Guidance Association Meeting, Honolulu, Hawaii, September 2-8, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior, Patterns, Females, Identification (Psychological), *Literature Reviews, Males, *Psychological Characteristics, *Sex (Characteristics), *Sex Differences, Social Attitudes

In an attempt to view more clearly the literature on altruism as differentiated by sex, the paper suggests consideration of more basic characteristics of male and female behavior in terms of past learning and present expectations, rather than solely in terms of society's general set of normative beliefs about the behaviors which are appropriate for men and women. Although sex-related regularities may be used as guidelines for initial predictions of behavior, the author emphasizes further examination of situational characteristics which may or may not elicit the expected normative behavior. Two categories of literature on helping behavior are reviewed: direct intervention studies and response to a direct request studies. The results of the author's own study of differentiated male-female behavior are also presented. These indicate that simplification of research on helping behavior differentiated by sex in order to gain predictability could be followed by more complex studies in which a variety of situational variables can be explored. (Author/SES)

ED 070 997 CG 007 720

Eby, Maureen A.

Socioeconomic-Ethnic Status Inconsistency Vis-A-Vis Students' Potential for Mobilization. An Examination of Status Relationships.

Pub Date Aug 72

Note—37p.; Paper presented at the American Sociological Association Meeting, New Orleans, Louisiana, August 28-31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *College Students, Ethnic Status, Research Projects, Social Attitudes, Socioeconomic Background, *Socioeconomic Status, *Student Attitudes

In an attempt to further analyze the status backgrounds of participants in the student movement by utilizing the concept socioeconomic-ethnic status inconsistency as it is used in the studies of voting behavior, it was discovered that the more actively mobilized students were recruited from low ascribed/high achieved status backgrounds while the more passive or politically apathetic students were recruited from exactly the opposite—the high ascribed/low achieved status backgrounds. This dispels the assertion of recent studies that due to the rapid growth and expansion of the student movement that the student's status background is no longer an adequate indicator of movement participation. (Author)

ED 070 998

CG 007 724

Gottlieb, David

The Socialization and Politicization of VISTA Volunteers: Sex and Generational Differences.

Pub Date Aug 72

Note—24p.; Paper presented at the American Sociological Association Meeting, New Orleans, Louisiana, August 28-31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Age Groups, *Generation Gap, *Political Attitudes, Political Socialization, Research Methodology, Research Projects, Sex Differences, *Social Attitudes, Socialization, Surveys, Tables (Data), *Voluntary Agencies, Volunteers

This paper identifies certain methodological shortcomings that seem to be inherent in much of the comparative generational research and also presents the results of a generational differences study in which these methodological deficiencies have been minimized. People of different ages who had served as VISTA volunteers were asked the same questions during the same period of time. Relationship between the VISTA experience and select social and political attitudes was determined. Analysis of the data show generally greater disenchantment and alienation of the younger volunteer. More specifically, when a comparison is made between those under and over age 30, issues that revolve around the integrity, morality, intent, and procedures of our government and social institutions point up significant generational differences. These differences are interpreted in several ways: (1) the younger volunteers' pre-disposition toward alienation; (2) the youths' relative lack of experience as individuals working within a bureaucratic system; and (3) the fact that the older volunteers have been integral parts of the very same social institutions which the young attack. (Author/SES)

ED 070 999

CG 007 734

Misavage, Robert Richardson, James T.

The Focusing of Responsibility: An Alternative Hypothesis in Help-Demanding Situations.

Pub Date Aug 72

Note—13p.; Revised version of a paper presented at the annual meeting of the American Sociological Association (New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Females, *Group Behavior, Group Relations, *Interaction, Interaction Process Analysis, Males, Overt Response, *Reactive Behavior, Response Mode, *Responsibility, Sex Differences, Situational Tests

The "diffusion of responsibility" hypothesis as an explanation of helping behavior (or lack of same) is qualified by suggesting that the hypothesis applies only in non-interacting situations. It is hypothesized that interacting groups who are aware of a help-demanding situation actually focus the responsibility and, therefore, take action as a group more rapidly than will a non-interacting group. Evidence is gathered in a contrived help-demanding situation employing a 2x3 (sex X condition) in which three conditions—alone, non-interacting groups, and interacting groups—are used. The evidence substantiates the major hypothesis. Speculation is also presented concerning the relationship of the "alone" condi-

tion to the interacting and non-interacting groups. References are presented. (Author)

ED 071 000

CG 007 738

Myers, Roger A. And Others

Educational and Career Exploration System: Report of a Two-Year Field Trial.

Columbia Univ., New York, N.Y. Teachers College.

Pub Date 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, Career Planning, Computer Assisted Instruction, Decision Making Skills, *Educational Guidance, *Educational Innovation, Educational Research, Educational Technology, *Occupational Guidance, Occupational Information, Program Descriptions, *Secondary School Students, *Vocational Development

Identifiers—ECES, Educational and Career Exploration System

This report traces the earliest field trials and later developments of the Educational and Career Exploration System (ECES), a computer-based learning environment to be used as a part of the educational and vocational guidance services in secondary schools. ECES includes a set of experiences in which the student considers his own educationally and vocationally relevant characteristics, a series of exercises dealing with the structure of the world of work, and extensive opportunities to learn about decision making by manipulating information about potential opportunities. The initial field trial of ECES in Montclair, New Jersey, in 1969 and preliminary work done with ECES in Genesee County, Michigan, are covered briefly. These provided guidelines for the more extensive field trial conducted in 1971-72 in Genesee County, Michigan. Using the Career Development Inventory (CDI) as a measure of vocational maturity, posttest findings included the following: (1) ECES users showed larger gains than non-users both in degree of planning orientation and in choice and use of resources for exploration; and (2) Users did not differ from non-users in quality of decision making and amount of occupational career information possessed. (Author/SES)

ED 071 001

CG 007 739

Husni-Palacios, May Scheur, Philip

The High School Student: A Personality Profile.

Pub Date [72]

Note—15p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Relationship, *High School Students, Individual Activities, Narcotics, Parent Child Relationship, Personality, Research Projects, Secondary Education, *Self Concept, Social Attitudes, Social Influences, Student Attitudes, *Surveys

This paper presents the results of a clinical survey administered to 1,007 high school students in central Indiana. The survey consisted of 77 questions designed to elicit information covering the total life experiences of the high school student. The areas that were extensively studied are (1) demographic information such as sex, age, family membership; (2) perception of parent, intra-family communication, family interaction, habits and attitudes; (3) attitudes toward school, education, and the "Establishment"; (4) attitudes toward drugs, smoking, drinking, and established patterns of use; (5) self-concept, fears, hopes, and learned ways of dealing with tension. (Author)

ED 071 002

CG 007 740

Patterson, G. R.

Changes in Status of Family Members as Controlling Stimuli: A Basis for Describing Treatment Process. Oregon Research Institute Monograph Volume 12, Number 4.

Oregon Research Inst., Eugene.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Behavior Problems, Emotionally Disturbed, Family Influence, *Family Programs, Operant Conditioning, Parent Child Relationship, *Problem Chil-

dren, Reinforcement, Reinforcers, Research Projects, *Socially Deviant Behavior, Statistical Data, *Stimulus Behavior

This report outlines a method for analyzing the status of stimuli which control deviant child behavior. Hypothetically, an effective family treatment program would not only alter the reinforcing contingencies provided by family members for the deviant behaviors of the problem child, but would also reduce the frequency with which they present these behaviors which signify the availability of reinforcers. The data in this study, extensive samplings of sequential interactions found among family members, were collected in the home of an extremely disruptive boy. The analyses of these data were then used to illustrate shifts in stimulus control produced by a family intervention program; the data showed the parents to be only moderately effective in reducing the rate of deviant child behaviors for their problem child. However, there were changes from baseline through follow-up in the number of social behaviors which served as controlling stimuli for noxious behaviors; and, as treatment progressed, those stimuli which did significantly control deviant behaviors were also presented at lower densities. Presumably, these changes were largely the result of the parents' success in altering behaviors of the younger sister which had provoked deviant responses from the problem child. Findings suggest that analysis of stimulus control may constitute a subtle description of changes in family structure. (Author/SES)

ED 071 003

CG 007 742

Richardson, James T.

Expert Power and Opinion Leadership: A Theoretical Integration.

Pub Date 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, Field Studies, Group Behavior, *Interpersonal Competence, *Leadership, Leadership Qualities, Power Structure, *Research Methodology, *Research Reviews (Publications), Social Influences, *Social Relations, Theories

The historical independence of expert power and opinion leadership research and theorizing is noted, with the major credit for the separateness being attributed to differences in methodological approach usually taken in the two areas of research. A theoretical attempt to relate the two areas is made by relating: (1) the general areas of social power and leadership, (2) expert power (a sub-area of social power) to leadership, and (3) expert power to opinion leadership (a sub-area of leadership). Historical evidence for the relationship of opinion leadership and expert power is cited, culminating in some theorizing and research that crosses the usually inviolate methodological lines that have historically separated the two areas of research. References are included. (Author)

ED 071 004

CG 007 743

Roistacher, Richard C.

A Microeconomic Model of Sociometric Choice.

Spons Agency—Illinois Univ., Urbana; National Inst. of Mental Health, Rockville, Md.

Pub Date [72]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Consumer Economics, Friendship, *Interpersonal Relationship, *Junior High School Students, Males, Models, *Peer Relationship, *Social Relations, *Sociometric Techniques, Statistical Data, Surveys

The behavior of a person selecting a set of friends from a larger set of acquaintances can be analyzed as a consumer choice problem. The person can be regarded as a consumer allocating his income among a set of goods which he must purchase in quantities which will maximize his utility. An increase in utility can come either from an increase in expenditure or from a better allocation of resources. Results of an unlimited-choice sociometric questionnaire administered to 1204 boys at eight junior high schools showed that the size of a boy's set of acquaintances was largely a function of the school's population turnover rate. Well-liked boys received the same number of choices as others, but had a higher proportion of reciprocated responses. It appears that social success results from lower costs of obtaining information about potential friends and

better allocation of effort, rather than from making contact with more people. References are included. (Author)

ED 071 005 CG 007 745

Silverman, Manuel S. Quinn, Philip F.
Objective Ratings of Monitor-Modeling Supervision in Practicum.

Pub Date [72]

Note—18p.

Available from—Manuel S. Silverman, Department of Guidance and Counseling, Loyola University, 820 N. Michigan Ave., Chicago, Illinois 60611

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling Effectiveness, *Counselor Evaluation, *Counselor Performance, *Counselor Training, Evaluation Methods, Feedback, Individual Counseling, Interpersonal Relationship, *Practicum Supervision, Research Projects, *Supervisory Methods, Tables (Data)

Two groups of 12 practicum trainees were exposed to either Monitor-modeling or Immediate-feedback supervision. Ten minute counseling sessions with coached clients were taped before and after the practicum. Three independent judges rated the tapes, using Carkhuff's scales for "Gross ratings of facilitative interpersonal functioning" to assess the level of facilitative conditions offered by the trainees, and the trainees' action orientation (Carkhuff, 1969). Results indicated that: (1) the judges' ratings from pre-test to post-test increased significantly for the Monitor-modeling group, but not for the Immediate-feedback group; (2) although the results approached significance, there were no significant differences between the two groups on the post-test; and (3) the amount of growth from pre-test to post-test was significantly greater for the Monitor-modeling group. Since the ratings used in this study were considered to be a more accurate evaluation of facilitative skills than the global ratings used in a previous study with similar results, these data lend further support to the relative effectiveness of Monitor-modeling supervision. Due to the small sample and the local situation of the study, additional research is recommended. References are included. (Author)

ED 071 006 CG 007 746

Sorensen, Aage B.

A Model for Occupational Careers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 72

Note—26p.; Paper presented at the annual meeting of the American Sociological Association (New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement, *Career Change, Career Opportunities, Individual Power, *Job Market, Job Satisfaction, *Labor Market, *Models, Occupational Aspiration, Occupational Choice, *Occupational Mobility, Personal Adjustment, Self Control, Vocational Adjustment

This paper suggests a model for occupational careers based on the outcome of job shifts. This outcome may be described by a difference equation, where the gain is a function of the prestige and income of the job left and a person's level of resources. The career model is obtained as a solution to this difference equation. The resulting age profile is governed by a parameter: b-sub-one. This parameter is interpreted to measure the degree to which the occupational structure provides opportunities for gains in occupational achievement, given unchanged resources of the individual. On the individual job shift level, this is argued as being reflected in the degree of control individuals have on their job shifts. The increment in return on resources due to job shifts is also argued to be determined by structural characteristics. The interpretation of the parameters is tested with satisfactory results. References are included. (Author)

ED 071 007 CG 007 749

Weiss, Leslie Bloch

Methodology for Naturalistic Observation of

Therapist Behavior in Group Psychotherapy.

Pub Date Sep 72

Note—12p.; Paper presented at the American Psychological Association Convention, (Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Behavior Patterns, Evaluation, Group Therapy, Masters Theses, Methods, Observation, *Psychotherapy, *Research Design, *Research Methodology, Research Projects

This paper presents a research method derived from the functional analysis of behavior currently common among operant behavior therapists. Naturalistic observation, the method used, encompasses behavioral-level description of events, systematic observation and recording by means of codes, assessment of inter-judge reliability, as well as targeting both verbal and nonverbal behaviors. This method is applied to therapist behavior in group psychotherapy as a first step in its verification and application to more complex interactions. The results of this investigation support the idea that many therapist behaviors can be readily classified by use of naturalistic observation procedures. These procedures, specifically designed for gathering data with a minimum of interference yet without sacrificing either precision or reliability, retain the spontaneity which systematic laboratory efforts have often lost. References are included. (Author/SES)

ED 071 008 CG 007 762

Pringle, Marlene Bence

The Responses of Counselors to Behaviors Associated with Independence and Achievement in Male and Female Clients.

Pub Date 73

Note—212p.; Ph.D. Dissertation, University of Michigan

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Counselor Attitudes, *Counselor Characteristics, Counselor Evaluation, Counselor Performance, Females, Males, *Motivation, Sex (Characteristics), *Sex Differences, Sex Discrimination, Sexuality, Social Attitudes

This study analyzes the effects of client sex, counselor sex, and client behavior on the responses of counselors during the initial stages of the counseling interview. Four client behavior situations are used: independent behavior; dependent behavior; high high achieving behavior; and low achieving behavior. Numerous significant differences were found between the responses of clients which were a function of the sex of the client, the sex of the counselor and the behavior of the client. It was found that when clients exhibited behavior which was sex-appropriate by traditional sex-role norms, male counselors tended to evaluate clients by the client's success in coping with the environment and female counselors tended to evaluate clients by the clients' feelings about themselves. When clients' behaviors were not sex-appropriate, male and female counselors reversed their orientations to the clients. Many significant differences between male and female counselors were found when comparing their responses to the dependent male client and to the high achieving female client. Findings suggest that male counselors are more supporting than female counselors of dependence and high achievement in clients and that female counselors reveal their values and act upon them more directly than do male counselors. (Author)

ED 071 009 CG 007 763

Smith, Robert Leonard

An Investigation of the Effects of An Experimental Training Program Using Achievement Motivation Training Concepts.

Pub Date 72

Note—201p.; Ph.D. Dissertation, University of Michigan

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Achievement, *High School Students, *Motivation, Training, *Training Techniques

This study explores the effects of an experimental training program on the achievement motivation level and other related characteristics for late adolescent age students. The five month training program consisted of the following: (1) Cognitive teaching: teaching the thoughts, feelings, and action strategies associated with the high achiever; (2) in group learning: experiencing the thoughts, feelings, and action strategies through (a) observation and modeling, and (b) simulated experiences; (3) out-group application: practicing learned principles through goal setting. An analysis of the data showed that the Experimental Training Program was significantly effective in increasing achievement motivation level and in reducing external control feelings. However, the treatment was ineffective in reducing

fear of failure feelings. Further analysis revealed nonsignificant changes in grades and in instructors ratings of students. General aptitude was not critical in determining whether one could benefit from the program. A significant negative correlation between achievement motivation and external control feelings was found. (Author/WS)

ED 071 010 CG 007 816

Davis, J. Kent

Strategy Development and Hypothesis Testing as a Function of an Individual's Cognitive Style. Final Report.

Purdue Univ., Lafayette, Ind.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—1-E-067

Pub Date Nov 72

Grant—OEG-5-71-0035(509)

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Ability, *Cognitive Processes, *Cognitive Tests, *Concept Formation, Hypothesis Testing, *Learning Processes, Reinforcement, Research Methodology, Research Projects, Thought Processes

This study explores how an individual's cognitive style influences the development of a strategy in a concept identification task and how an individual tests his hypotheses in a concept learning set task. Subjects for the research were given the Hidden Figures Test as a means of identifying their cognitive styles. Half of the subjects were identified as being global, scoring one standard deviation below the mean, and half were analytic, scoring one standard deviation above the mean. A series of three experiments was conducted. In the first, subjects solved 80 conjunctive concept identification problems following a selection paradigm. In the second experiment the subjects were asked to solve a total of 24, your-trial learning set problems, while in the third they were given 24, 16-trial problems with intermittent reinforcement. All three experiments, in general, showed that analytic subjects solved more problems correctly and efficiently than did the global subjects; they clearly demonstrate that cognitive style is an important variable in concept learning. The results of these studies were discussed in relation to the body of knowledge concerning cognitive style and implications for future research and educational practice were identified. References are included. (Author/SES)

ED 071 011 CG 007 817

Mason, Michael L.

Drug Education Effects. Final Report.

Young Adult Services, Gainesville, Fla.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—1-D-050

Pub Date 15 Mar 72

Grant—OEG-4-71-0070

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Drug Education, Drug Legislation, *High School Students, *Junior High School Students, Marihuana, Narcotics, Research Projects, Secondary School Students, *Student Attitudes, Student Characteristics, Surveys, Tables (Data)

This is a research project that was intended to study the effects of a factual drug education program on the attitudes on high school and junior high students toward the use of psychoactive drugs. The approximately 250 eighth and twelfth grade students involved in the study filled out a number of questionnaires designed to measure a variety of their attitudes about psychoactive drugs immediately before and after participating in a drug education program that relied heavily on the presentation of known facts about a variety of drugs. Analysis of the data indicated that the students learned about the given drugs to a highly significant degree, their curiosity about the effects of "mind-expanding" drugs was increased, and they exhibited an increased tendency to deal with psychological discomfort through the use of drugs. At the same time they reacted more favorably toward the legalization of marijuana and a reduction of penalties for drug use, and less favorably toward present emphasis on a legal approach to the use of drugs. The primary conclusion of the study is that drug education is not an effective means of suppressing the use of drugs. References and numerous tables are included. (Author)

ED 071 012 CG 400 066

Waltz, Garry, Ed. And Others

IMPACT: The Magazine for Innovation and Change in the Helping Professions. Volume 2, Number 1.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C. Bureau No—BR-6-2487

Pub Date [72]

Contract—OEC-3-6-00248701579(010)

Note—59p.

Available from—ERIC/CAPS, School of Education, Room 2108, School of Education, Ann Arbor, Michigan 48107 (\$1.75 per copy and \$6.00 for 6 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Females, *Periodicals, Psychiatric Services, *Sex Discrimination, Testing Problems, Therapists, *Therapy, *Vocational Interests

The major thrust of this issue of "Impact" is "New Therapies." Dr. William Glasser comments on his "reality therapy" and Robert Carkhuff discusses his "systematic eclectic approach to helping." This issue also contains articles about an indictment of the Strong Vocational Interest Blank in regard to women. Other departments contain ideas, resources, and comments. (WS)

ED 071 013 CG 400 070

Waltz, Garry, Ed. And Others

IMPACT: The Magazine for Innovation and Change in the Helping Professions. Volume 2, Number 2.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Michigan Univ., Ann Arbor.; Office of Education (DHEW), Washington, D.C. Bureau No—BR-6-2487

Pub Date [72]

Contract—OEC-3-6-00248701579(010)

Note—60p.

Available from—ERIC/CAPS, School of Education, Room 2108, School of Education, Ann Arbor, Michigan 48107 (\$1.75 per copy and \$6.00 for 6 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Education, Career Planning, *Literature Reviews, *Occupational Guidance, *Periodicals, Vocational Counseling

The primary emphasis of this issue of "Impact" is on career guidance. Articles contain facts as well as comments and implications regarding this topic. A feature of interest is a modified version of the 18th century "Game of Life." Another feature in this issue is a report on the counselor survey "Counselors View Goals, the Future, and Themselves." Departments contain a review of Carl Roger's "Becoming Partners: Marriage and Its Alternatives"; an exemplary program on aggression for junior high students; and other articles of interest. (WS)

CS

ED 071 014 CS 000 221

Goodacre, Elizabeth J.

Children and Learning to Read.

Pub Date 71

Note—117p.

Available from—Routledge & Kegan Paul, 9 Park Street, Boston, Mass. 02108 (\$3.25)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Cognitive Development, Linguistics, Reading, Reading Ability, *Reading Development, *Reading Instruction, *Reading Materials, *Reading Processes, Visual Perception

The process of reading and how children learn to read is the focus of this book. Practical experience is related to studies in developmental psychology, and the special needs of individual children are also considered. The basic areas of consideration are: (1) learning theories and the reading process, (2) stages in cognitive growth and reading, (3) methods of teaching reading, (4) linguistics and the teaching of reading, (5) development of visual perception, (6) development of auditory perception, and (7) the needs of children. (WR)

ED 071 015

Cooke, Gwendolyn Jean

The Effects of Reading on Students' Attitudes.

Pub Date 71

Note—220p.; Ph.D. Dissertation, The University of Connecticut

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,224, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Literature Appreciation, Reading, *Reading Interests, *Reading Research, *Student Attitudes, *Teacher Influence

The purpose of this study was to assess the effects of reading literary works by black and white writers on students' attitudes toward black literature. One hundred and thirty-two students made up the experimental group, and 157 made up the control group. Both groups were pretested with the Attitude toward Black Literature scale constructed by the author. Following the pretesting, a curriculum package was used in the experimental classes. Both groups were posttested with the Attitude toward Black Literature scale to determine if there had been a significant change in the experimental group's attitude as a result of the treatment when compared with the control group. Subjects in the experimental group completed a questionnaire to determine previous exposure to black literature and to determine what general attitudes they may have acquired as a result of studying the curriculum package. It was concluded that for the experimental classrooms and individual subjects the treatment resulted in positive attitudes toward black literature and black writers. It was also concluded that although it appears that the attitude change of black students might be anticipated with white teachers, black teachers may effect a greater attitude change. (Author/WR)

ED 071 016

Wiggins, Rudolph Valentino

A Comparison of Children's Interest in and Attitude Towards Reading Material Written in Standard and Black English Forms.

Pub Date 71

Note—135p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4690, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childhood Attitudes, Dialect Studies, Grade 3, Grade 4, *Negro Dialects, Reading Interests, *Reading Materials, Sex Differences, Sociolinguistics, *Standard Spoken Usage

To investigate black children's attitudes towards reading material written in standard English and Black English forms, third and fourth grade children from two elementary schools with a predominantly black population were asked to listen to tapes of two versions of a story—one written in standard English and the other in Black English. The language model used was constructed from data provided by descriptive sociolinguistic studies and the children's books were rewritten according to the guidelines set by the model. Four standard English versions of the books were played one at a time to 114 children in their classroom groups and four Black English versions were played in the same manner to 110 children in their respective groups. Afterwards the children indicated their interest and attitude on a semantic differential instrument. Conclusions drawn from the data include: (1) black children are significantly more interested in standard English reading materials than in those written in Black English; (2) black children have more positive attitudes toward standard English reading materials; and (3) differences in children's interest in and attitudes toward standard English reading materials are not affected by their sex, grade level, or age. (Author/HS)

ED 071 017

Klanderman, John Winston

A Study of the Effects of a Kindergarten Perceptual-Motor Development Program.

Pub Date 71

Note—160p.; Ph.D. Dissertation, Michigan State University

CS 000 224

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,454, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Developmental Programs, Developmental Tasks, *Kindergarten, Motor Development, *Perceptual Motor Coordination, *Perceptual Motor Learning, *Reading Readiness

The primary purpose of this study was to test the implication that perceptual-motor development training will increase school readiness at the kindergarten level. Sixty kindergarten children were randomly assigned to experimental and control groups and administered the following pretests: Stanford Early School Achievement Test, Boehm Test of Basic Concept, and the Motor Facilitation Skill Survey. Posttests, in addition to these three, included the Metropolitan Readiness Test. The experimental groups were given a structured, sequential program of perceptual-motor development skills. A physical education program based on low-organized activities and a kindergarten readiness program were given to the control groups. Each group had a total of two hours of differential treatment per week for 24 weeks. The hypotheses of the study stated that a structured, sequential, perceptual-motor development program would demonstrate significant gains for the experimental groups in (1) academic achievement, (2) mastery of basic skills, (3) gross motor skills, and (4) fine motor skills. The analysis of the results showed that all four of the hypotheses were unsupported. (Author/TO)

ED 071 018

McClintock, Otto F.

Simplified Signalling System: A Beginning Reading Orthography.

Pub Date 71

Note—334p.; Ph.D. Dissertation, St. Louis University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-5304, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Reading, Reading Development, Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Research, *Remedial Reading

A beginning reading alphabet identified as the Simplified Signalling System was developed in this study for the teaching of reading. The system consisted of (1) key symbols and augmentations used in the introduction for beginning and remedial readers and (2) transliteration of sample materials suggested for use by beginning and remedial readers. The system utilized the twenty-six letters of the traditional Roman alphabet, outline letters to signal long vowel phonemes, Ben Day print to signal silent letters, and color to signal the alternative spelling of the long vowel phonemes. A comparison of i.t.a., Distar, Unifon, Diacritical Marking System and Simplified Signalling System was made on the basis of two underlying principles that effect the word transfer to the traditional orthography: similarity of configuration and similarity of detail within the word. The comparison revealed that there were fewer irregularities in the configuration and detail within the word in the Simplified Signalling System. The Simplified Signalling System was used for a short trial period with remedial reading students. The trial period demonstrated that the system was workable. (Author/WR)

ED 071 019

Quandt, Ivan James

Relationships among Reading Self-Concept, First Grade Reading Achievement, and Behaviors Indicating Successes in Reading.

Pub Date 71

Note—131p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-6679, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Behavior Change, *Grade 1, *Reading Achievement, *Reading Improvement, Reading Research, *Self Concept, Self Concept Tests

Devoted to the affective dimensions of learning to read, this study examined (1) the relationship between reading self-concept at the beginning of first grade and measured reading achievement at the middle of first grade, and (2) the relationships between change in first grade reading self-concept and patterns of observed successes in reading. In the first phase of this study a reading self-concept instrument was developed and administered to the children with the results being correlated with reading achievement scores after one semester. The second phase was a study of the relationship between observed behaviors indicating successes in reading and changes in reading self-concept. After being computed, the self-concept scores were used to divide the subjects into three groups—those whose self-concept (1) changed positively, (2) changed negatively, or (3) remained unchanged. While no trends toward increase or decrease of successes in reading could be observed which differentiated any of the reading self-concept change groups from any of the others, several indications were found that subjects whose reading self-concept negatively experienced fewer successes in reading. (Author/HS)

ED 071 020 CS 000 239

Ryders, Peter

Use of the Cloze Procedure to Develop Comprehension Skill in the Intermediate Grades.

Pub Date 71

Note—156p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,863, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *Comprehension Development, *Grade 6, Independent Reading, *Intermediate Grades, *Reading Comprehension, Reading Skills, Small Group Instruction

Identifiers—Gates MacGinitie Reading Test
To test the effectiveness of the cloze procedure for developing comprehension skills in reading at the intermediate level, 189 sixth graders were divided into small groups or asked to work independently during this reading program, which lasted five weeks. The materials were presented both as cloze materials and in unutilized form, followed by questions. There were no direct instructions, and the students were trained to function in the treatment groups assigned them on the basis of their scores on the Iowa Test of Basic Skills. Analysis of the scores from the Gates-MacGinitie Reading Test revealed that the cloze materials were not significantly more effective than the more traditional comprehension questions. Also, discussion of responses to either the cloze items or the questions did not facilitate greater growth in reading comprehension. Neither did grouping appear to make a difference. However, the mean gain in comprehension skill, using the Gates-MacGinitie Norms, was equivalent to six months of instruction. Unless differences existed which were not detected by the Gates-MacGinitie norms, the various methods and materials used appear to be equally effective. (Author/HS)

ED 071 021 CS 000 240

Upchurch, Winifred Brook

The Relationship Between Perceptual-Motor Skills and Word Recognition Achievement at the Kindergarten Level.

Pub Date 71

Note—71p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-6638, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Auditory Discrimination, *Kindergarten Children, Reading, Reading Achievement, *Reading Research, Reading Skills, *Visual Discrimination, *Word Recognition

The purpose of this study was to examine the extent to which a preassessment of motor development and perceptual skills predicts achievement in word recognition for kindergarten children. The instruments used for evaluation were the Lincoln-Oseretsky Motor Development Scale, Thurstone's Identical Forms Test, Wepman Auditory Discrimination Test, the S. R. A. Primary Mental Abilities Test, Hollingshead's Index of Social Position, and an author developed word

recognition test. The study was designed to test the following hypotheses: (1) there is a positive relationship between motor control scores and achievement in word recognition; (2) there is a positive relationship between visual discrimination and achievement in word recognition; (3) there is a positive relationship between auditory discrimination and achievement in word recognition; and (4) motor control scores included in a step-wise multiple regression with visual discrimination and auditory discrimination will provide a more effective prediction of word recognition than the combination of visual and auditory discrimination. The findings of the study support all major hypotheses and the premise that auditory discrimination skills are positively related to success in reading. (Author/WR)

ED 071 022 CS 000 241

Wilcox, Leah Margaret

Choosing Literature for Young Children.

Pub Date 71

Note—280p.; Ed.D. Dissertation, University of Southern California

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-11,967, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, Didacticism, *Library Material Selection, Reading Interests, *Reading Materials, *Reading Material Selection, Reading Readiness, Textbook Selection, Textbook Standards

To assist educators in defining outstanding resources in children's literature, this study compiled criteria for good books from the writings of twelve selected academicians in the field of children's literature. A further investigation was made to determine if educators considered the same criteria when they selected books for children. In an analysis of the importance placed on individual standards of excellence it was noted that academicians strongly advocated criteria that stressed literary qualities of books. They opposed didacticism in literature but were concerned about expanding children's interests and giving them opportunities to respond to varied art media. They all felt that books that are condescending in text or illustrations should be avoided. Educators stressed criteria concerning books of information. Only 1/3 of the educators opposed didacticism in literature. They strongly supported any criterion that seemed to encourage reading readiness. Many were not concerned that some books seem to patronize children and only 64 percent felt that children's literature must fulfill the standards of excellence in writing. One recommendation made by the author is more cooperation between educators and experts in the field of children's literature. (Author/TO)

ED 071 023 CS 000 243

Anthony, Homer Bruce

A Conceptual Model for the Improvement of Reading Instruction in the Content Areas in Secondary Schools.

Pub Date 72

Note—229p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,151, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Content Reading, Principals, Reading, *Reading Instruction, *Reading Programs, *Reading Research, *Secondary Schools, Secondary School Teachers

Identifiers—Reading Teachers
The purpose of this study was to develop a conceptual model which may be used by administrators and teachers to implement a program designed to improve reading instruction in the content areas in secondary schools. Nine goals were extracted and one goal was extrapolated from the literature and placed in an open-ended opinionnaire. Principals, teachers of reading, and content area teachers from 74 Arizona secondary schools were asked to express agreement or disagreement with the validity of the goals and to identify those forces they felt were helping or hindering the attainment of the goals. Nine of the ten goals were considered valid by 27 principals, 34 reading teachers, and 283 content teachers from fourteen content areas. The conceptual model was constructed from a synthesis of the

goals with the data. The results included implications for the following areas: (1) setting of reading proficiency levels, (2) university preservice instruction, (3) student involvement in curriculum decisions, (4) contributions of content area teachers to reading instruction, (5) assessing educational priorities at the secondary level, and (6) decision-making structures within the local school. (Author/WR)

ED 071 024 CS 000 245

Auer, Nancy Beistel

Miniteaching Unit: The Development of an Inservice Program for Individualizing Reading Instruction.

Pub Date 72

Note—197p.; Ed.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-22,968, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Educational Technology, Elementary School Teachers, Individualized Instruction, *Individualized Reading, *Inservice Teacher Education, *Reading Programs, *Teacher Workshops, Video Tape Recordings

The development and field testing of inservice modules for teaching skills and processes inherent in an individualized reading program and proposed refinements of these modules on the basis of field test feedback were the focus of this study. The Miniteaching Unit contained seven segments, each composed of a videotape and a corresponding workbook section. The field test was conducted over a 6 to 8 week period in two suburban elementary schools with intermediate grade teachers as participants. Data were gathered from three sources: (1) the workbook contained tests and questionnaires; (2) impartial observers visited classrooms where the program was in progress; and (3) each teacher kept an informal journal during the Unit. The data revealed the following strengths and weaknesses of the Unit: (1) the Videotape/Workbook design assured active participation; (2) the videotape model provided a clear demonstration of teaching techniques; (3) the Unit could be completed as each teacher's schedule allowed; (4) one weakness of the Unit was its relative inflexibility and its failure to provide for group interaction and dialogue; and (5) of major consideration is the need for trained technicians to plan and execute production details to insure high quality videotape. (Author/TO)

ED 071 025 CS 000 248

Hicks, Reta Daniels

A Comparative Analysis Among the Variables, Father's Occupational Level, Sex, Intelligence, and Reading Achievement with Fourth Grade Children's Ability to Read Technical and Basic Vocabulary.

Pub Date 72

Note—104p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,552, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Basic Vocabulary, *Grade 4, Intelligence, Reading, *Reading Achievement, Reading Skills, *Social Studies, Vocabulary, *Vocabulary Skills

The purpose of this study was to investigate possible relationships between the composite set of variables, father's occupational level, sex, reading, achievement, intelligence, basic vocabulary, and the criterion, social studies vocabulary. The study attempted to determine differences in basic and technical vocabularies. It also attempted to ascertain if sixty fourth grade students actually knew the thirty-four social studies words isolated by McDonald. Basic and technical (oral and written) vocabulary tests were developed by the author. Reading achievement and intelligence scores were obtained using the California Reading Test, Form W, and the Lorge-Thordike Intelligence Test, Form D. Father's occupational level was categorized using Roe's six levels ranging from unskilled to professional. It was concluded that: (1) if a child is proficient in general reading at the fourth grade level, he will probably be able to master the reading presented in social studies textbooks; (2) father's occupational level

may be an influencing factor in achievement in social studies; and (3) there may not be a difference in basic and technical vocabularies nor in oral and written technical vocabulary at the fourth grade level. (Author/WR)

ED 071 026 CS 000 249

Hodges, Elaine Joy

A Comparison of the Functional Reading Levels of Selected Third Grade Students of Varying Reading Abilities.

Pub Date 72

Note—158p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,806, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, *Functional Reading, *Grade 3, Reading, Reading Ability, *Reading Diagnosis, Reading Level, *Reading Research, Reading Skills, Reading Tests

The purpose of this study was to compare the results obtained from a cloze test with the results obtained from an informal reading inventory in establishing the functional reading levels of selected third grade students of varying reading abilities. The subjects consisted of 100 third grade students. The following tests are given: the Gates-MacGinitie Reading Tests, Survey C, Form 1 to determine each individual student's reading grade level; the Peabody Picture Vocabulary Test, Form A, to estimate each student's intellectual capacity; the Houghton-Mifflin Pupil Placement Tests and the cloze exercises developed by Wiechelman to obtain each student's functioning reading level. The findings indicated that the differences in the mean instructional reading levels obtained from the informal reading inventory and the cloze test were significant at the .01 level for the entire sample of 100 students. The differences in the mean instructional reading levels obtained from the informal reading inventory and the cloze tests were significant at the .01 level for the subgroups of 43 developmental readers and 30 remedial readers. The subgroups classified as eleven corrective readers and sixteen adapted readers were the only subgroups which obtained mean instructional reading levels which were not significantly different at the .01 level. (Author/WR)

ED 071 027 CS 000 253

McNealy, Joavenell McCoy

Essential Reading Content for Elementary Education Students at the Baccalaureate Level.

Pub Date 72

Note—157p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,849, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary School Curriculum, *Elementary School Teachers, *Preservice Education, Reading, *Reading Instruction, *Reading Programs, Reading Skills, Teacher Education, *Teacher Education Curriculum, Undergraduate Study

The purpose of this study was to determine essential reading content in college preparatory programs for elementary education students at the baccalaureate level. In the development of the content for the reading courses, attention was given to various sources—descriptions taken from college catalogs, statements of goals and the principles of reading instruction suggested by reading authorities, and the problems and instructional needs of teachers of reading. Data gathered for this problem were organized into fourteen categories, each of which was then described as a course to be used in the proposed reading curriculum. These courses were evaluated by a jury of reading experts, and an eight-course Pre-Service Reading Curriculum was developed and endorsed by 92 percent of both the county supervisors and the elementary teachers to whom it was sent. Eight recommendations were made concerning how colleges might implement this new curriculum so that a successful reading program incorporating the competencies included in these eight courses could be established. (Author/DI)

ED 071 028

Rao, Anasuya S.

The Effect of Simultaneous Aural-Visual Language Reception on Reading Ability Among Selected Educationally Disadvantaged Freshmen Students.

Pub Date 72

Note—131p.; Ph.D. Dissertation, Texas A&M University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-24,325, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Audio Video Laboratories, Audiovisual Instruction, Aural Learning, *College Freshmen, *Educationally Disadvantaged, Listening Comprehension, *Negro Students, *Reading Ability, Reading Comprehension, *Silent Reading, Vocabulary Development

To determine the effect on simultaneous aural-visual training on the silent reading ability of 72 educationally disadvantaged black college freshmen, three different means of training were investigated. One experimental group (aural-visual) had a simultaneous reading-listening type of training via individual listening headsets with the visual presentation in printed form. Another experimental group (aural) only received presentation through listening headsets; and the control group received identical materials in printed form only. The STEP Listening Test, the Nelson-Denny Reading Test, and the Otis Quick-Scoring Mental Ability Test were administered as pre- and post-tests, while multiple choice tests constructed by the investigator immediately followed the training exercises. The project lasted 4 weeks and instruction was received 30 minutes each day, 4 days a week. Results indicated that the simultaneous aural-visual training was more effective in improving reading comprehension, that there was no significant difference between the two experimental methods in improving listening comprehension, that the control group also made significant gains in listening comprehension, and that there was no significant difference between methods in improving vocabulary even though gains were made. (Author/HS)

ED 071 029

Wiederholt, J. Lee

The Predictive Validity of Frostig's Constructs as Measured by the Developmental Test of Visual Perception.

Pub Date 72

Note—77p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-20,221, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Eye Hand Coordination, Grade 1, Handwriting, Kindergarten, *Predictive Validity, *Primary Grades, Reading, Reading Comprehension, *Reading Research, Spelling, *Visual Perception

Identifiers—Durrell Analysis of Reading Difficulty, Frostig Developmental Test of Visual Perception

The predictive validity of the constructs underlying the Marianne Frostig Developmental Test of Visual Perception (DTVP) was investigated in this study. The hypotheses tested were concerned with the usefulness of the DTVP in predicting particular academic skills. The DTVP was administered individually by nine regular classroom teachers to 33 kindergarten and 37 first grade economically disadvantaged students. Fifteen months later the subjects were tested again using the Durrell Analysis of Reading Difficulty (DARD). The DARD includes five subtests: Reading, Word Analysis, Handwriting, Spelling, and Flash Words. The Reading subtest was adapted as it proved to be too difficult for the sample. The results of the predictive analysis indicated that (1) of the academic variables, Reading Comprehension was a significant predictor of the DTVP total score; (2) of the five DTVP subtests, Spatial Relations was the best predictor of Handwriting, Word Analysis, Flash Words, Word Recognition, and Reading Comprehension; (3) Figure Ground was a significant predictor of Word Analysis while Eye-Hand Coordination was a significant predictor of Flash Words, Word Recognition, and Reading Comprehension; (4)

CS 000 254

Eye-Hand Coordination was a significant predictor of Spelling; and (5) position in space and Perceptual Constancy did not significantly predict any of the variables. (Author/WR)

ED 071 030

Wilf, Selma

Observable Student Behaviors as Indicators of Emotional Maladjustment and Reading Disability.

Pub Date 72

Note—140p.; Ph.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,393, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, *Behavior Patterns, *Behavior Problems, Behavior Rating Scales, *Emotional Maladjustment, *Reading Difficulty, *Retarded Readers, Student Behavior

Cognizant of certain recurring characteristics of emotional maladjustment, the author hypothesized (1) that no significant differences would be found between characteristics of emotional maladjustment related to reading disability and characteristics observed in a group of retarded readers and (2) that there would be no significant differences between characteristics observed in retarded readers regardless of the severity of reading disability. A hypothetical model of emotional maladjustment was devised, and the characteristics were defined in terms of the 20 categories of behaviors of the Burks' Behavior Rating Scales (BBRS). The 27 subjects were divided into two subgroups on the basis of the severity of reading retardation. The behaviors of the subjects in these subgroups were then compared with the hypothetical model and with each other. Analysis of the data resulted in the rejection of both hypotheses. It was therefore concluded that prior research did not provide a suitable basis for the development of the hypothetical model, that the severity of retardation was a significant factor in determining the characteristics of emotional maladjustment, and that a poor ego strength and poor attention behaviors rated on the BBRS occurred consistently among the most frequently observed behaviors. (Author/HS)

ED 071 031

Psycholinguistics and Reading.

Pub Date 73

Note—211p.

Available from—Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—Dialects, Oral Reading, Phonemics, Phonics, *Psycholinguistics, *Reading Comprehension, *Reading Development, *Reading Instruction, *Reading Processes, Spelling, Word Recognition, Writing Skills

Psycholinguistics has offered many new insights into the development of reading, e.g., only a small part of the information necessary for reading comprehension comes from the printed page, comprehension must precede the identification of individual words, and reading is not decoding to spoken language. These views are elaborated in this collection of articles by such authors as George A. Miller in "Some Preliminaries to Psycholinguistics"; Kenneth S. Goodman in "Psycholinguistic Universals in the Reading Process," "Analysis of Oral Reading Miscues: Applied Psycholinguistics," and "On the Psycholinguistic Method of Teaching Reading"; Paul A. Kolers in "Three Stages of Reading"; Deborah Holmes in "The Independence of Letter, Word, and Meaning Identification in Reading"; Carol Chomsky in "Reading, Writing, and Phonology"; Jane Torrey in "Illiteracy in the Ghetto," and "Learning to Read without a Teacher: A Case Study"; and Paul Rozin, Susan Poritsky, and Raina Sotsky in "American Children with Reading Problems Can Easily Learn to Read English Represented by Chinese Characters." In the remaining chapters Smith discusses the learner and his language, alphabetic writing, the efficiency of phonics, the fallacies of decoding, and twelve easy ways to make learning to read difficult. (HS)

ED 071 032 CS 000 268

Dyer, Frederick N.

The Stroop Phenomenon and Its Use in the Study of Perceptual, Cognitive and Response Processes.Army Medical Research Lab., Fort Knox, Ky.
Report No.—USAMRL-985
Pub Date 7 Jun 72

Note—31p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD 749 451, MF \$0.95, Paper Copy \$3.00)

Document Not Available from EDRS.

Descriptors—Associative Learning, Bilingual Education, *Cognitive Processes, *Color, Interference (Language Learning), Literature Reviews, Psychometrics, Reactive Behavior, *Reading Research, *Response Mode, Semantics, *Visual Perception

Identifiers—*Stroop Color Word Tests

The review summarizes empirical findings and theoretical views related to the Stroop color-word phenomenon, in which naming of a color is disrupted and delayed by the presence of an "irrelevant" word denoting a color different from the color patch. It was deemed important to increase awareness of this phenomenon, since it involves basic processes of perception, identification, reading, and naming, which account for much of human behavior. Experimental findings were emphasized in a review of research, most of which was produced since the 1966 review of Jensen and Rohwer. One purpose of the review was to illustrate use of the Stroop paradigm as a tool for the study of word meaning, bilingual language organization, and perception and processing differences between the two hemispheres. The incompleteness, and in some cases the inappropriateness, of existing explanations of the Stroop phenomenon also were discussed. (Author/DD)

ED 071 033 CS 000 269

Dyer, Frederick N. Severance, Laurence J.

Effects of Irrelevant Colors on Reading of Color Names: A Controlled Replication of the "Reversed-Stroop" Effect. Progress Report.Army Medical Research Lab., Fort Knox, Ky.
Report No.—USAMRL-983
Pub Date May 72

Note—11p.

Available from—U. S. Dept. of Commerce, National Technical Information Service, Springfield, Virginia 22151 (Order No. AD 749 449, MF \$0.95, Paper Copy \$3.00)

Document Not Available from EDRS.

Descriptors—*Reading Processes, *Reading Research, *Visual Perception

Identifiers—*Stroop Color Word Tests

Gumenik and Glass (1970) claimed to have shown a reversed form of Stroop interference in which implicit naming responses to irrelevant colors delay the reading of color words combined with the colors. In their study, a legibility reduction that did not affect color visibility was interpreted as increasing this interference from color-naming to the "weakened" reading response. However, their results could have been only the result of lower legibility for the colored words compared to the control black words. The legibility reduction would be expected to increase any initial legibility difference between colored and black words. In the present study, a neutral word condition and a reduced legibility control condition were included and evidence was obtained for a bona fide "reversed interference" which was not confounded with legibility or naming-practice effects. The results were discussed in terms of a symmetrical failure of selective attention to focus on either the color or word analyzer. (Author)

ED 071 034 CS 000 283

Strickler, Darryl J.

Teacher Behavior and Pupil Performance Related to a Training Program for In-Service and Preservice Teachers Based Upon Minicourse Eighteen: "Teaching Reading as Decoding."

State Univ. of New York, Buffalo.

Pub Date Jun 72
Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Decoding (Reading), *Inservice Teacher Education, *Preservice Education, *Reading Achievement, *Reading Instruction

The objectives of this investigation were (1) to study the effects of Minicourse Eighteen, "Teaching Reading as Decoding," upon the development of 27 specific teacher behaviors related to teaching reading decoding skills in a panel of 33 inservice and preservice teachers; and (2) to study the effects of teacher training, or lack of training, with Minicourse Eighteen upon pupil performance in reading. In the study of teacher behavior it was found that the teaching behavior of the sixteen inservice and preservice teachers trained with Minicourse Eighteen changed in the expected direction between pre- and postcourse criterion lessons. Consistent differences were also found between the postcourse teaching behavior of the sixteen teachers trained with Minicourse Eighteen and the seventeen teachers who did not receive the training. The training appeared to be more effective for preservice teachers than for inservice teachers. When the criterion of pupil performance was applied to assess the effects of the training of inservice teachers, it was found that pupils in the classes of teachers trained with Minicourse Eighteen made significantly greater gains in reading achievement over a fourteen week period. (Author)

Teaching Reading as Decoding," upon the development of 27 specific teacher behaviors related to teaching reading decoding skills in a panel of 33 inservice and preservice teachers; and (2) to study the effects of teacher training, or lack of training, with Minicourse Eighteen upon pupil performance in reading. In the study of teacher behavior it was found that the teaching behavior of the sixteen inservice and preservice teachers trained with Minicourse Eighteen changed in the expected direction between pre- and postcourse criterion lessons. Consistent differences were also found between the postcourse teaching behavior of the sixteen teachers trained with Minicourse Eighteen and the seventeen teachers who did not receive the training. The training appeared to be more effective for preservice teachers than for inservice teachers. When the criterion of pupil performance was applied to assess the effects of the training of inservice teachers, it was found that pupils in the classes of teachers trained with Minicourse Eighteen made significantly greater gains in reading achievement over a fourteen week period. (Author)

ED 071 035 CS 000 285

Davy, John L.

The Efficacy of Compressed Speech as a Means of Increasing Comprehension of Children Having Reading Problems.

Pub Date Jul 69

Note—58p.; M.Ed. Thesis, Keene State College, University of New Hampshire

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Grade 9, Grade 10, Reading, *Reading Comprehension, *Reading Difficulty, Reading Processes, *Reading Research, Reading Skills, *Remedial Reading, *Speech Compression

This study investigated the efficacy of compressed speech with ninth and tenth grade students having reading problems. Thirty-eight ninth and tenth grade students who were reading at least one year below grade level, had an IQ between 85 and 115, and had no known gross auditory or visual defect were chosen as subjects. Three one-hour sessions were conducted to familiarize the subjects with compressed speech. Passages II, III, and IV from the Nelson-Denny Reading Test-Revised Form B were randomly selected to be typewritten, tape-recorded at 156 words per minute, or tape-recorded at 156 words per minute and compressed to 275 words per minute by the sampling method. The results indicated that students with a reading problem had a significantly higher level of comprehension from listening to tape-recorded speech at normal speed than from reading equivalent material for an equal amount of time. It was also found that students who had difficulty in reading did not have a significantly higher level of comprehension from listening to compressed speech than from reading the equivalent material for an equal period of time. Students who have difficulty in reading did not have a significantly higher level of comprehension when speech at normal speed and compressed speed were compared. (WR)

ED 071 036 CS 000 286

Tanyzer, Harold, Comp. Karl, Jean, Comp.

Reading, Children's Books, and Our Pluralistic Society. Perspectives in Reading No. 16.

International Reading Association, Newark, Del.

Pub Date 72

Note—95p.; Prepared by a Joint Committee of the International Reading Association and the Children's Book Council

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliotherapy, *Children's Books, *Conference Reports, *Ethnic Groups, Literature Programs, Negro Culture, Negro Literature, *Reading, Reading Materials, Spanish Americans

Identifiers—*Ethnic Literature

This volume of select papers from The Sixteenth Perspectives in Reading Conference addresses itself to the theme of the conference, "Reading, Children's Books, and Our Pluralistic Society." The speakers themselves represented a wide range of professional functioning. The papers discuss how children's literature dealing with minority groups can provide memorable characters with whom minority children can identify, enable children to gain insights into the

lives and culture of persons superficially different from themselves, and dispel stereotypes about minority groups. The papers also provide rationales and suggestions for presenting minority literature, samples of such literature, and discussions relating to the field of minority children's literature. (WR)

ED 071 037

CS 000 287

Aukerman, Robert C., Ed.

Some Persistent Questions on Beginning Reading.

International Reading Association, Newark, Del.

Pub Date 72

Note—169p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$5.00 non-member, \$3.50 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Beginning Reading, Decoding (Reading), Early Reading, Measurement, *Reading, Reading Achievement, *Reading Development, *Reading Instruction, Reading Materials, *Reading Processes, Reading Readiness, Reading Skills, Silent Reading

This volume is an organized collection of papers which were presented at the International Reading Association convention at Atlantic City. The authors are scholars concerned with early childhood education. They explore topics that range from conclusions drawn from research on implicit speech to the advisability of teaching reading to preschoolers. The papers address themselves to a number of questions: What constitutes the "best" readiness strategies? What are some "best" measures of assessing readiness for beginning reading and/or for predicting reading failure? Is it "best" to teach reading to preschoolers? What strategies are "best" in preschool beginning-reading programs? How may beginning-reading strategies be "best" integrated and articulated with the total language arts program? Are there some "best" strategies for teaching phonics, decoding, blending, and other word-analysis skills to beginning readers? Are linguistics strategies "better" than traditional phonics in teaching beginning reading? What are the "best" answers to claims that auditory/perceptual/discrimination training and visual/perceptual/discrimination training are significant factors in beginning reading? Is silent reading the "best" strategy when language is essentially phonemic? (Author/WR)

ED 071 038

CS 000 291

Renelt, Victor M.

Appalachia: The Right to Read.

Pub Date Apr 71

Note—13p.; Paper presented at the International Reading Association Convention (16th, Atlantic City, April 19-23, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Literacy, Budgets, Creative Teaching, Cultural Awareness, *Cultural Background, *Depressed Areas (Geographic), Economically Disadvantaged, *Educational Finance, Equalization Aid, Literacy, Low Income Groups, *Middle Class Values, *Reading Skills, School Funds, Tax Allocation, Teaching Methods, Teaching Skills

Identifiers—Appalachia

In this paper, presented at the sixteenth annual International Reading Association convention, the author argues that the destitution of the Appalachian region of West Virginia and Kentucky can be partially blamed on inadequate educational funding. As a result of inadequate taxing of commercial and industrial properties, adequate schools have not been provided, and, thus, both children and adults have been denied the right to read. The author asserts that educational reform cannot take place without even, healthy economic growth as well as reforms in state and local government. He also argues that public education in Appalachia must express the local mountain culture, not only the dominant middle class culture outside teachers bring with them to the area; that teachers in this area should be trained to function across these two contrasting cultures; and that publicizing the right to read is not the same thing as providing the right to read. (Author/DI)

ED 071 039

CS 000 292

DeStefano, Johanna S.

Register-Social Variation in Language: Implications for Teaching Reading to Ghetto Black Children.

Pub Date Apr 71

Note—10p.; Paper presented at the Annual Convention of the International Reading Assn. (16th, Atlantic City, April 19-23, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Ghettoes, Language Fluency, *Language Patterns, Language Proficiency, Language Skills, Language Styles, *Negro Dialects, *Negro Students, Nonstandard Dialects

Identifiers—*Language Instruction Registers

This study investigated how much of the Language Instruction Register (variation in language in different social situations) black-vernacular speaking children had acquired by grades one, three, and five. A sentence repetition task was devised which contained selected Language Instruction Register forms having black ghetto vernacular semantic equivalents. One hundred-eighty Black students in ghetto area schools, were asked to repeat each sentence immediately after hearing it. One of the major findings was that approximately two-thirds of all the responses made by the ghetto black children on the sentence repetition task were Language Instruction Register responses. In first grade, fifty-six percent of the responses were made in the Language Instruction Register forms. By fifth grade, slightly over seventy percent of the responses made to sentence repetition tasks contained Language Instruction Register forms such as "I don't have any," instead of the vernacular equivalent "I ain't got none." The data seem to indicate a steady increase in acquisition of certain forms within the Language Instruction Register. (Author/WR)

ED 071 040

CS 000 293

Miller, Wilma H.

Identifying and Correcting Reading Difficulties in Children.

Center for Applied Research in Education, Inc., New York, N.Y.

Pub Date 71

Note—237p.

Available from—Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, N.Y. 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—Elementary Grades, Reading Development, *Reading Diagnosis, *Reading Instruction, Reading Materials, *Reading Processes, Reading Programs, *Reading Skills, Reading Tests, *Remedial Reading, Vocabulary

This book was written primarily for the inservice elementary classroom teacher to assist in correcting the reading difficulties of the moderately disabled readers in the classroom. Five major divisions make up the book: (1) the various aspects of the reading process are discussed in the first section; (2) the second division describes many of the causes of reading difficulty and discusses how standardized and informal tests can be used for diagnostic purposes; (3) the third section deals with the correction of reading difficulties; (4) various approaches to elementary reading instruction are presented in the fourth section; and (5) the final section concerns the role of parents in preventing and helping to correct their children's reading difficulties. (Author/WR)

ED 071 041

CS 000 294

Goldberg, Herman K. Schiffman, Gilbert B.

Dyslexia: Problems of Reading Disabilities.

Pub Date Nov 72

Note—194p.

Available from—Grune and Stratton, Inc., 111 Fifth Avenue, New York, N.Y. 10003 (\$8.75)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Dyslexia, *Learning Disabilities, *Reading, Reading Clinics, Reading Development, *Reading Diagnosis, *Reading Difficulty, Reading Failure, Reading Processes, Visual Perception

The purpose of this book is to provide an understanding of both the educational and medical aspects of reading and to show how they are interrelated in reading disabilities. The various aspects of reading disabilities are presented in the following chapters: Introduction to the Reading Problem; Early Predictive Studies; Psychological Evaluation; Central Nervous System Dysfunction; The Role of Vision in Learning; Peripheral and Perceptual Factors; Hearing and Auditory Perception; Psychiatry and Reading Disabilities; The Role of Dominance; Genetics and Reading Disabilities; The Chemistry of Learning and Drug Therapy; and Education, Prevention, and Remediation. Appendixes are included on How

Parents May Contribute to Reading Development, and The Eye and Learning Disabilities. (Author/RW)

ED 071 042

CS 000 300

Potter, Thomas C. Rae, Gwenneth

Informal Reading Diagnosis: A Practical Guide for the Classroom Teacher.

Pub Date 73

Note—221p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$11.95 cloth, \$6.95 paper)

Document Not Available from EDRS.

Descriptors—*Informal Reading Inventory, Language Development, Literature Appreciation, Oral Reading, Perceptual Development, Phonics, *Reading Development, *Reading Diagnosis, Reading Interests, *Reading Tests, Silent Reading, Structural Analysis, Study Skills, Word Recognition, Word Study Skills

This book offers an overview of the reading diagnosis process, emphasizing specific informal testing techniques for use in the classroom. In addition to presenting specific testing instruments, the book discusses the theory and practice of diagnosis teaching, describes the instruments and the rationale for their use, and offers specific guidance on administration and scoring. Included are discussions on and informal tests evaluating the following areas: perceptual discrimination skills, receptive and generative language skills, phonic and word analysis, oral reading assessment, silent reading assessment, study and reference skills, and attitudes and appreciations in reading skills development. (Author/TO)

ED 071 043

24

CS 000 301

Tidwell, Kenneth W. And Others

Field Trial of Wisconsin Design for Reading Skill Development and CEMREL Aesthetic Education Program. Final Report.

Southeastern Education Lab., Atlanta, Ga.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0718

Pub Date Oct 72

Grant—OEG-0-71-3578

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aesthetic Education, Art Education, Beginning Reading, Cultural Enrichment, *Elementary Grades, Reading, *Reading Instruction, *Reading Skills, *Word Recognition, Word Study Skills

Identifiers—*CEMREL Inc, Wisconsin R and D Center for Cognitive Learning

This report describes field test activities for the Wisconsin Design for Reading Skill Development and for CEMREL's Aesthetic Education Program. The word attack element of the Design was implemented in schools in Alabama, Florida, and Georgia in the 1970-71 school year. The analysis of progress in word attack and other reading skills of children with two years' experience in the Word Attack program determined that the children showed progressive increases on the evaluation tests for some skills and slight decreases for others. The participating schools plan to continue their work with the Wisconsin program in 1972 and beyond. CEMREL's Aesthetic Education Program was tested in thirty-one schools in Alabama, Florida, and Georgia. The primary purpose of the field trial was to evaluate the relationship between CEMREL's Program and the total school instructional program. The results of the field trial indicated that the Program was successful and that it could be installed with a minimum amount of teacher training. Schools will continue to use the Program during 1972-73. (See also ED 048 274 and ED 056 829 for related documents.) (Pages 112-22 may be illegible in reproduction due to small type.) (Author/WR)

ED 071 044

CS 000 303

Hurley, Winona Elizabeth

A Multiple-Material and Multiple-Media Approach in a Remedial Reading Program as Compared to a Textbook Oriented Program.

Pub Date 72

Note—117p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-23,808, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Basic Reading, *Grade 7, Group Reading, *Multimedia Instruction, Reading, Reading Ability, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills, *Teaching Procedures

Two seventh grade classes of low achievers in reading from the same school district were used to determine if a multi-media/multi-materials approach to reading could be of significant value in the teaching of reading compared to a textbook oriented reading program. Four areas of communication, those of aural, visual, oral, and written origins, were stressed to stimulate reading. The experimental group was subjected to the prescribed reading treatment in forty-five minute class periods, three days weekly, for one school year. The control group was taught reading for the same amount of time with a textbook oriented reading program. Three hypotheses stated were that the experimental group would achieve significantly better in (1) reading performance and (2) battery performance and that (3) the boys would perform as well as the girls. All three hypotheses were rejected. A positive behavioral attitude was noted in the experimental group in the reading program, although this was not measured or stated as part of the experiment. (Author/WR)

ED 071 045

24

CS 000 304

Caldwell, Edward C.

An Investigation of the Higher Order Grapheme-Phoneme Correspondences That Occur in English and the Means of Teaching Them Efficiently. Final Report.

Washington Univ., Seattle, Coll. of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-J-043

Pub Date Aug 72

Contract—OEC-X-71-0041(057)

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computational Linguistics, Consonants, Deductive Methods, Inductive Methods, *Learning Processes, *Reading Instruction, *Reading Materials, Vowels, Word Frequency Identifiers—Ginn 360 series, Lippincott series, *Phoneme Grapheme Correspondence

The research reported here consists of three projects: Project I confirmed the hypothesis that as rules become more complex, direct rule learning becomes less efficient, compared to teaching by examples. Based on three experiments, Experiment 1 compared the inductive and deductive teaching of simple one-to-one correspondence rules; Experiment 2, the inductive and deductive teaching of rules that are more complex; and Experiment 3, rules that define the responses to some symbols in terms of symbol-pairs (e.g., the "o" in "hope" and "hops"). Project II consisted of a computer count of the frequency of vowel and/or consonant strings up to seven letters in length, using the corpus of words in "Computational Analysis of Present-Day American English." In essence, Project I was concerned with "how" to teach and Project II with "what" to teach. Based on the results of Project I lending support to the potential value of utilizing higher order units in teaching reading, Project III analyzed the existence of higher order units in the running text of two widely used reading series—the Ginn 360 series levels 3-4 and the Lippincott series levels Preprimer-3-2. (HS)

ED 071 046

24

CS 000 305

Tuinman, J. Jaap

Obtaining Indices of Passage Dependency of Comprehension Questions. Final Report.

Indiana Univ. Foundation, Bloomington.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-E-005

Pub Date 15 Oct 72

Grant—OEG-5-72-0026(509)

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, Grade 4, Grade 5, Grade 6, Reading, *Reading Comprehension, Reading Materials, *Reading Research, Reading Skills, *Reading Tests, Testing Problems, *Test Interpretation, Test Results

Tests of reading comprehension presently used do not provide one important item of technical data: the extent to which questions used in the

test could be answered without reading the paragraphs upon which those questions are based (paragraph dependency). This leaves the test user guessing as to whether the students taking the test and performing well did or did not understand the written material contained in the test. Indices of paragraph dependency for five widely used standardized tests of reading comprehension were obtained. Five tests were administered to 1200 students each, not allowing these students to read passages. In addition, control data were obtained by administering the tests in their normal format to 600 students each. Students were selected from 10 locations covering Indiana and were equally divided over grades 4, 5, and 6. The results indicated that none of these major tests provides sufficient guarantees against the answering of items on the basis of information other than that presented in the passage. Average probabilities of correct responses with no passage present ranged between .32 and .50, well above the expected chance score of .25. (Author)

ED 071 047 24 CS 000 306

Shavelson, Richard J. And Others

The Effects of Position and Type of Question on Learning from Prose: The Interaction of Treatments with Individual Differences in Learners. Research and Development Memorandum No. 98.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-0252

Pub Date Dec 72

Contract—OEC-6-10-078

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Critical Thinking, Educational Research, Individualized Instruction, *Inquiry Training, *Junior College Students, Language Ability, *Questioning Techniques, *Teaching Methods, *Verbal Ability

Eighty-seven junior college students were assigned at random to one of four treatment groups for which the position (before or after) and type (lower-order vs. higher-order) of questions inserted in a prose passage were varied, or to a control group for which no questions were inserted in the passage. Students were given five aptitude tests prior to instruction. Instruction consisted of reading a 1525-word prose passage. Students were given an achievement test based on the passage both immediately after instruction and two weeks later. When group means on four measures from the achievement test were compared, the differences were usually small and sometimes statistically significant. The most noteworthy finding of this study was that for students who had scored low on a test of verbal ability, the insertion of higher-order questions facilitated learning such that they performed at levels comparable to students in other treatments who were high in verbal ability. If these findings are replicated, instruction could be individualized by assigning students with low scores on verbal ability to a higher-order question treatment and students with high scores to a question-free treatment. (Author)

ED 071 048 CS 000 307

Elman, Elaine

The Effect of Pictures on the Acquisition and Retention of Sight Words.

Pub Date Jan 73

Note—86p.; M.Ed. Thesis, Rutgers University, The State University of New Jersey

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Kindergarten Children, Paired Associate Learning, Pictorial Stimuli, Reading, *Reading Instruction, Reading Materials, Reading Processes, *Reading Research, *Sight Method, Visual Learning, Vocabulary, *Word Recognition

This study was designed to investigate the differences in effectiveness in teaching sight words to kindergarten children by using words only (no-picture group), words and simple pictures (simple-picture group), and words and complex pictures (complex-picture group). The subjects were 30 kindergarten children selected from two kindergarten classes. The children were randomly assigned to one of three experimental groups: ten children to the no-picture group, ten to the simple-picture group, and ten to the complex-picture

group. A pretest was given to insure that the subjects could not read the four sight words used in the experiment. Comparisons were made of the mean number of correct responses during acquisition, test trials, and retention trials for the three treatment groups. During acquisition, significant mean differences among the training groups favored the picture groups, with simple-picture group scores significantly higher than either of the other groups. During both test and retention trials, non-significant differences favored the no-picture group. It was concluded that the use of pictures did not distract children from learning sight words. Pictures were facilitative in teaching sight words, especially those which began with the same consonant. (Author/WR)

ED 071 049 CS 000 308

Fleming, James T.

Promoting Language Skills in Preschool Programs.

Pub Date 25 Apr 71

Note—14p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Early Childhood Education, *Language Development, *Language Skills, *Language Styles, Language Usage, *Preschool Programs

Identifiers—British Infant Schools

Early Childhood programs designed to promote improved language skills are assessed in terms of contrastive assumptions underlying a different vs. deficient point of view. Both positions are rejected as inadequate because of their lack of correspondence to both theory and reality, and an alternative theory of communicative competence is proposed. Implications for teachers are discussed with regard to reducing concern for the form of language and concentrating rather on structuring optimal social contexts wherein young children may have better opportunities to use their language, thus dispelling the myth that children can't talk while recognizing that there may be compelling reasons why they may not. A brief comparison is made between observed language activities in British and American early school settings. (Author)

ED 071 050 CS 000 309

Austin, Mary C.

Review of Recently Recommended Models. Symposium: 1. Improved Preparation of Reading Teachers for the Seventies.

Pub Date Apr 71

Note—12p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Child Development, *Childhood Needs, Developmental Reading, Evaluation, Graduate Study, Individualized Instruction, Inservice Education, Preservice Education, *Reading, *Reading Instruction, *Teacher Education, *Teacher Improvement, Teaching Methods, Teaching Skills, Undergraduate Study

This paper is a report from a symposium conducted by the International Reading Association Commission on High Quality Teacher Education on the topic, "Improved Preparation for Reading Teachers for the Seventies." The report discusses a number of ways to develop a model or models for improving the undergraduate and graduate teaching of reading teachers: individualized instruction, instructional modules, behavioral objectives, coalitions of related groups, summative and formative evaluation procedures, provisions for different competency levels, a continuum of experiences for preservice and inservice teachers, planning institutional reorganization, retraining college instructors, and using technology to improve programs. This study also recommends that special consideration be given to defining the developmental needs and characteristics of children, so that a curriculum can be planned with future teachers who will attend to these needs and characteristics. (Author/DI)

ED 071 051 CS 000 310

Fagan, William T.

The Relationship between Reading Difficulty and the Number and Type of Sentence Transformations.

Pub Date Apr 71

Note—24p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Reading, *Cloze Procedure, Grade 4, Grade 5, Grade 6, *Reading Comprehension, *Reading Difficulty, Reading Research, *Sentence Structure, Structural Analysis, Syntax, *Transformation Generative Grammar, Transformation Theory (Language)

Sentence patterns are often crucial to the degree of understanding a child derives from the printed page, and if he is to fully understand what he reads, he must be able to analyze the written language patterns in which the information is conveyed. This study analyzed selected passages from three grade 4 basal reader series to determine which transformational generative rules were used in the derivation of the sentences. Reading comprehension was tested by means of cloze tests. Transformations were grouped into five categories—embedding, conjoining, deletion, simple, and position shift. Findings indicated (1) that there is a high degree of similarity between the occurrence of different types of transformations in each of the three series and among the types of transformations that were most difficult across grade levels; (2) written language was generally more difficult when embedding and deletion transformations were present; (3) the difficulty of the majority of transformations (except deletion) correlated significantly with the difficulty of the sentence and passage; (4) the number of transformations per sentence was not a good indicator of sentence difficulty except for those added in the middle of the story; and (5) significant differences occurred when students were grouped by sex. Pedagogical implications are then considered. (HS)

ED 071 052 CS 000 311

Gundersen, Doris V.

Are Linguistic Programs Different?

Pub Date Apr 71

Note—17p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, New Jersey, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Linguistics, *Linguistic Theory, *Reading Development, Reading Instruction, Reading Materials, Reading Processes, *Reading Programs, *Reading Research, Teacher Education

To determine whether linguistic programs are really different, the first problem is to find an acceptable definition of a linguistic program. Many publishers term their basal reading series linguistic, but they are basically designed to teach "code-breaking" and treat reading as a matter of simply breaking a spelling code. A desirable linguistic program should recognize the relationship of the accumulated knowledge of research in language acquisition and reading (e.g., Williams' study indicates that oral language ability does not improve under present teaching practices except for underachieving boys in the first years of school, and Rystrom's study indicated that teaching designed to aid children with dialect differences did not achieve the desired result). A linguistic program for teaching reading should (1) provide the teacher with definite means of determining the oral language readiness of the children; (2) provide the teacher with means of building upon the oral language of the children; (3) provide for teacher instruction in those aspects of linguistics important to a complete understanding and demonstration of oral and written language; (4) provide for materials of diagnosis and instruction for continued development of oral language competence; and (5) provide reading content developed according to natural oral language patterns. (HS)

ED 071 053 CS 000 314

Petre, Richard M.

Quantity, Quality, and Variety of Pupil Responses during an Open-Communication Structured Group Directed Reading-Thinking Activity and a Closed Communication Structured Group Directed Reading Activity.

Pub Date 71

Note—8p.; Paper presented at the Annual Meeting of the International Reading Assn. (16th, Atlantic City, April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Critical Thinking, *Directed Reading Activity, *Grade 4, Group Reading, Reading, *Reading Instruction, Reading Level, Reading Materials, *Reading Research

The quality, quantity, and variety of pupil responses while using two different group

directed reading activities, the Directed Reading Activity (DRA), and the Directed Reading-Thinking Activity (DRTA) were investigated in this study. The subjects, all fourth graders in two nearby communities, were grouped into above-grade-level, at-grade-level, or below-grade-level reading groups based on teacher opinion and using the instructional level criteria by Betts. The subjects had three and one-half years or prior training in either DRA or DRTA. Twelve lessons as outlined in the teachers' manuals were taught during a two-week period in each community by the experimenter with an observer present. Twenty-four lessons, twelve using DRA and twelve using DRTA, were taught and transcribed for both groups; each pupil response was coded on the Quality of Pupil Response Scale by two trained raters. The findings of this study indicated that the DRA and DRTA are two distinctly different group directed reading strategies. The DRTA proved profitable as a teaching strategy with pupils reading above grade level and also allowed readers to do more critical thinking. Based on the findings, the DRTA appeared to be the superior directed reading lesson. (WR)

ED 071 054 CS 000 315
High Priority Objectives for Reading in Florida
Ages 7 and 9.

Florida State Dept. of Education, Tallahassee.
Div. of Elementary and Secondary Education.
Pub Date 72
Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Objectives, *Elementary Grades, Reading, *Reading Instruction, Reading Programs, *Reading Skills

Identifiers—*Florida State Department of Education

Florida's 67 school superintendents nominated 112 reading specialists and 236 classroom teachers to select from a comprehensive list of reading objectives those which were relevant for learners in Florida, appropriate for mastery by students seven and nine years of age, and logically consistent with adopted goals. Department of Education specialists made a final selection of highest priority reading objectives from those selected by classroom teachers and reading specialists. The objectives were divided into four groups: (1) skills prerequisite to reading; (2) skills in the mechanics of reading; (3) skills to aid in reading comprehension; and (4) utilization of reading skills. The minimum objectives for reading are listed by age level and in the appropriate group. The easier objectives are listed first, while the more difficult objectives are at the bottom of the list in each group. There is an overlap between the lists for pupils seven years of age and pupils nine years of age. This overlap permits the determination of progress and retention for age seven to age nine. There are 66 objectives listed for age seven and 168 for age nine. (Author/WR)

ED 071 055 CS 000 316

Reading Inservice Program.

Michigan Education Association, East Lansing.

Pub Date Mar 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Inservice Education, Inservice Teaching, *Reading Consultants, Reading Materials, *Reading Programs, Teaching Models, Teaching Techniques, *Urban Education

The Michigan Education Association recommends a task-force approach as one of the solutions to increasing the acquisition of additional skills for all elementary teachers in education and communication skills. An inservice model was developed to be used primarily with inner-city elementary pupils, but the basic design is applicable for use with any student group. The model is in two basic parts: (1) Reading Task Force Personnel: Role and Function; and (2) Competency-based Design. To implement the proposed concepts it is necessary that relevant staff persons be trained in the components of such a program. Included in this model are general objectives, specific objectives, suggested reading materials, criterion responses, and discussion topics. (Author/WR)

ED 071 056 24 CS 000 317

Haier, Mary A. And Others

The Cloze Procedure as a Measure of the Reading Difficulty of Mathematical English Passages. Final Report.

College of Mount Saint Joseph-on-the-Ohio, Ohio.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-0-E-178

Pub Date Aug 72

Grant—OEG-5-71-0013(509)

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cloze Procedure, *Content Reading, Grade 7, Grade 8, Grade 9, Grade 10, *Mathematical Vocabulary, Mathematics, *Reading Comprehension, Reading Diagnosis, *Reading Difficulty, Reading Research, Secondary School Students

The purpose of this study was to verify that mean cloze scores predict the reading difficulty of passages written in mathematical English. Twenty-two mathematical passages exemplifying different writing styles and content were selected from instructional materials written for upper elementary school and junior and senior high school. Using a fifth word or symbol deletion pattern, two cloze forms were constructed for each passage, and one multiple-choice reading test developed for each passage. Subjects from grades seven through ten in fourteen schools were randomly assigned to groups as defined by the forty-four different cloze forms, two for each passage. Each subject responded to cloze tests on one day, and a week later the subject read the complete passage and took a comprehension test on the passage. The results of the study indicated that the reading comprehension tests are reliable measures and can be used as criterion measures to test the validity of cloze tests for the difficulty of mathematical English. The reliabilities of all cloze tests are very high. Cloze tests can be used as predictors of reading difficulty for mathematical English content. (Author/WR)

ED 071 057 CS 000 318

Hill, Walter, Comp. Bartin, Norma, Comp.

Reading Programs in Secondary Schools: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 71

Note—14p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Reading, Reading Instruction, *Reading Programs, Reading Research, *Secondary Education

This brief annotated bibliography is a revision of an earlier bibliography which concentrated on specific secondary reading programs. The present bibliography is more concerned with the underlying philosophy, evaluation and status, and administration and organization of secondary reading programs. The emphasis is on documents identifying trends and patterns in the field, both reflective and analytical, and these documents comprise the bulk of the bibliography entries. This document was previously announced as ED 055 756. (TO)

ED 071 058 CS 000 319

Zuck, Louis V., Comp. Goodman, Yetta M.,

Comp.

Social Class and Regional Dialects: Their Relationship to Reading; An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date [71]

Note—14p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.72 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, Cultural Differences, *Linguistic Theory, *Reading Instruction, Reading Processes, Second Language Learning, *Social Dialects, *Teaching Techniques, Ten

Research, pedagogical implications for reading, and the exploration of issues surrounding social dialects and reading are addressed in this annotated bibliography. Criteria for choosing the articles include (1) that all American children and teachers whose first language is English speak a

dialect of American English; (2) that all dialects of American English have structure and rules; (3) that all children have a variety of experiences and belong to social groups; and (4) that all social groups have a culture. The entries have been grouped into four sections. The first section deals with literature on linguistic concepts related to oral language and the second, with literature on concepts related to written language. The third section is concerned with implications for the classroom, ranging from those suggesting the postponement of reading until an oral standard English has been acquired to those suggesting that dialect differences would not interfere in reading if the schools allowed children to speak in their native dialect. Finally, the fourth section discusses the relationship between social class dialects and second language learning. This document was previously announced as ED 005 755. (HS)

ED 071 059 CS 000 326

Blanton, William, Ed. And Others

Reading Tests for the Secondary Grades: A Review and Evaluation. Reading Aid Series.

International Reading Association, Newark, Del.

Pub Date 72

Note—60p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Developmental Reading, Informal Reading Inventory, Reading Instruction, *Reading Tests, *Secondary Education, Standardized Tests, *Test Reviews, *Test Selection

This booklet presents ideas for utilizing standardized reading tests and an informal inventory to determine the reading levels of secondary school students. Comprehensive reviews of the most commonly used standardized tests for high school students and information about their construction, standardization, administration, and use make up the bulk of the text. The rest of the book deals with the criteria used in reviewing the tests and a short chapter detailing how to select a reading achievement test. The book is intended primarily for classroom teachers and other personnel directly concerned with selecting reading achievement tests; information is thus not presented in highly technical or statistical terms. (TO)

ED 071 060 CS 000 327

Goodman, Yetta M., Comp. Goodman, Kenneth

S., Comp.

Linguistics, Psycholinguistics, and the Teaching of Reading: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 71

Note—34p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Curriculum, Dialects, *Linguistics, Linguistic Theory, *Psycholinguistics, *Reading, Reading Comprehension, *Reading Instruction, *Reading Processes, Reading Research, Reading Skills, Semantics, Suprasegmentals, Syntax, Word Recognition, Word Study Skills

The second edition of this annotated bibliography on linguistics, psycholinguistics, and the teaching of reading contains 40 percent more publications than the earlier edition, which covered works through 1967. The citations include a full range of points of view, topics, and authors' special fields and ask the readers to read a number of the references relating the applications of linguistics and psycholinguistics to reading instruction to develop their own criteria for judging reading materials. Citations are arranged under the following categories: (1) the background of linguistics and language study; (2) comprehension, semantics, and meaning; (3) curriculum; (4) dialects and related problems; (5) general application of linguistics and psycholinguistics to reading; (6) instruction in reading; (7) intonation; (8) relationship between oral and written language; (9) research; (10) syntax and grammar; (11) the reading teacher and linguistics; (12) theories of reading; and (13) word recognition. (HS)

ED 071 061 CS 000 333

Berg, Paul C., Ed. George, John E., Ed.
Reading and Concept Attainment, Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Del.
 Pub Date 68

Note—61p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, *Associative Learning, Child Development, *Concept Formation, *Concept Teaching, *Hypothesis Testing, Learning Characteristics, Learning Processes, Learning Theories, Logical Thinking, *Reading Instruction

The three papers presented in this publication examines in depth the thought and practices that currently prevail in the specialized areas of reading and concept attainment. Two of the papers deal with concept learning and the transformation of this knowledge into instructional guidelines. The third paper considers the importance of concept attainment in reading and provides illustrations of teaching practices that should prove helpful to reading teachers. The teaching-learning factors involved are not only maturation and social interaction but also mental and physical action and the ability of self-regulation. References are included after each article. (This document previously announced as ED 024 558.) (BS)

ED 071 062 CS 000 334

Russell, Dwayne
In-Service Programs in Reading, Highlights of the 1967 Pre-Convention Institutes.

International Reading Association, Newark, Del.

Pub Date 67

Note—36p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711 (\$1.75 non-member \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Programs, *Reading Instruction, Teachers

Five papers describe components of an inservice program: (1) the establishment of goals which reflect basic learning principles; (2) necessary components of total inservice program; (3) the identification and meeting of reading teachers' needs and teacher involvement in planning; (4) inservice programs in the large school; and (5) the description of an existing inservice program in a small school. References are cited for individual articles. (This document previously announced as ED 027 161.) (JB)

ED 071 063 CS 000 344

Kansas Right-to-Read Plan.

Kansas State Dept. of Education, Topeka.

Pub Date 170

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Reading, Elementary School Teachers, Improvement Programs, *Inservice Education, *Reading, Reading Development, Reading Improvement, *Reading Instruction, Reading Programs, *Reading Skills, Reading Tests, Remedial Reading, *Teacher Education

Identifiers—Kansas, *Right to Read

The objective for the Kansas Right-to-Read Program is to assure that every child enrolled in regular classrooms in public schools in Kansas shall be able to read fifth grade level material with at least 75 percent comprehension and a reading rate of at least 125 words per minute. This objective will hopefully be reached by 1980. It is proposed that during the 1970-71 school year a reading test be given each fifth grade student in Kansas. The results of this examination will be analyzed and used as a basis for activities during summer workshops, which will emphasize training for the elementary classroom teacher. The activities for the workshops are outlined for 1971-72 through 1976-80. Possible incentive/motivational strategies are listed, including (1) one hour of credit toward certification renewal; (2) release time for teachers to take part in the inservice programs; (3) a stipend for each participant in the inservice program; and (4) graduate credits for the inservice course participants. The remainder of the proposal discusses the rationale for teacher-oriented programs, the extent of the problem, comparison research, and innovation and change in reading instruction. (WR)

ED 071 064 CS 000 345

Quandt, Ivan
Self-Concept and Reading.

Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.; International Reading Association, Newark, Del.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 173

Note—39p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.50 non-member, \$1.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Classroom Environment, Elementary School Teachers, Reading, *Reading Instruction, Reading Materials, *Self Concept, Self Concept Tests, *Student Teacher Relationship, Teacher Influence, *Teacher Role

Although students who feel good about themselves and their abilities are the ones who are most likely to succeed, there is little in reading materials today that would make a student feel good about himself. The emphasis given to reading skills, sequence, and objectives has forced self-concept into the background. Thus, this paper explores the relationships that exist between reading and self-concept and describes practical applications of this relationship so that an elementary teacher can use them in the classroom to improve self-concepts as well as reading abilities. To build better reading self-concepts, it is suggested that teachers minimize the difference between reading groups. Of equal importance are the students' feelings of acceptability to their teacher, which can be accomplished through a sharing of interests and a classroom atmosphere conducive to favorable self-images. These positive self-concepts can then be extended into the home through group meetings with parents or school-home cooperative programs. Above all, teachers should recognize that success or acceptance are products not of a set of materials or of a program or classroom organization, but of the teacher. (HS)

ED 071 065 CS 000 346

Brenner, Barbara
The Effects of Impulsivity on the Reading Achievement of Disadvantaged Students.

Pub Date Jan 73

Note—78p.; M.Ed. Thesis, Rutgers University; The State University of New Jersey

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Covert Response, *Disadvantaged Youth, Grade 3, Overt Response, *Reaction Time, *Reading Achievement, Reading Habits, Reading Processes, Response Mode, *Response Style (Tests), Thought Processes, *Time Factors (Learning)

Identifiers—Elementary Metropolitan Reading Test, *Impulsivity

This study extends previous research done on the impulsivity-reflection dimension whereby it was determined that children who are impulsive tend to report the first response that occurs to them, while reflective children delay before answering (considering the alternative solutions to problems with high response uncertainty); and that disadvantaged children are more impulsive than their middle class counterparts. This study was designed to determine whether the variable impulsivity affects the reading achievement of disadvantaged students on a group standardized reading test. First, 34 third grade disadvantaged subjects were given Form F of the Elementary Metropolitan Reading Test under the Standard Condition (allowing for impulsivity). A week later they were retested with Form G of the same test under the Imposed Latency Condition (to control for impulsivity). This time the subjects were not allowed to answer until told to do so, and they were instructed to think over the alternative possibilities before answering. An analysis of the data indicated students scored significantly higher under the Imposed Latency Condition on the Word Knowledge Test, the Reading Test, and on the total test score. (Author/HS)

ED 071 066 CS 000 349

Bracken, Dorothy Kendall, Ed. Malmquist, Eve, Ed.

Improving Reading Ability Around the World: Proceedings of the International Reading Association World Congress on Reading. (3rd, Sydney, Australia, August 7-9, 1970).

International Reading Association, Newark, Del.

Pub Date 71

Note—247p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$5.50 non-member, \$4.50 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Automation, Child Language, *Developmental Reading, *Foreign Countries, *International Education, Listening, *Literacy, Motivation, Psycholinguistics, Reading Comprehension, Reading Difficulty, *Reading Improvement, Reading Readiness, Reading Research, Teaching Methods

A collection of 28 papers deals with reading in various parts of the world. The following countries are represented: Australia, Canada, England, France, Germany, India, Iran, New Zealand, South Africa, Sweden, and the United States. The papers are organized under four main headings: (1) Developmental Reading: This section discusses reading readiness, reading instruction, automation, and programing. (2) Reading Problems: Topics included are educational and environmental causes, psycholinguistics, mental capacity, and psychological and motivational problems. (3) Research Contributions: Research reports and research reviews are presented on such topics as teaching methods, comprehension, listening, and children's language, and (4) Challenges for the Future: This part concerns the future of reading education in general and the challenges in specific countries in particular. Tables and references for individual papers are included. (This document previously announced as ED 059 007.) (AW)

ED 071 067 CS 000 350

Courtney, Brother Leonard, Ed.

The Use of Theoretical Models in Research. Highlights of the 1965 Pre-Convention Institutes. (Detroit, Michigan, May, 1965).

International Reading Association, Newark, Del.

Pub Date May 65

Note—148p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.25 non-member, \$1.00 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Learning Theories, *Models, Motivation, *Reading, Reading Research, *Scientific Methodology, *Theories, Vocabulary

Identifiers—General Open Systems Theory, Integrated Functional Learning Theory, Substrata Factor Theory

Three papers are presented and each is followed by two reactions. The first paper presents methods of dealing with questions about the conduct of scientific theorizing. The theory-models approach is explained as a mode for conducting part of the theory construction tasks required in the complete act of scientific inquiry. In the second paper a summary of research on reading acquisition is presented to demonstrate the importance of integrated-functional learning theory in dealing with human behavior. The third paper presents fundamental postulates common to the General Open Systems Theory and the Substrata-Factor Theory. Hierarchical working systems are noted for content areas. The sequential proration technique is seen as possibly providing a basis for determining the extent of a particular subsystem's impact on the suprasystem. Diagrams and references are included. (This document previously announced as ED 028 905.) (RT)

ED 071 068 24 CS 000 351

Coomer, James Elwood

A Psycholinguistic Analysis of Oral Reading Errors Made by Good, Average, and Poor Readers.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—WRDCL-TR-232

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Context Clues, Grade 3, Psycholinguistics, Reading Ability, *Reading Skills, Sentence Structure, Syntax

Identifiers—*Error Analysis, Phoneme Grapheme Correspondence

Thirty third graders, divided into three equal groups, were used to determine the extent to

which good, average, and poor readers depend upon two types of reading cues—Graphic features of word and of context. To hold error quantity differences constant, materials were chosen at different levels of vocabulary and syntactic difficulty. Each subject began reading first-grade level materials and continued through increasingly difficult readings until he made over twenty errors for every one hundred words he read. Errors were scrutinized for graphic-phonetic and syntactic resemblance to printed word, subject's dependence on grapheme-phoneme relationships, and location of error in response. Awareness of syntax was measured by an evaluation of the appropriateness of substitution errors to sentences in which they occurred and by an analysis of the position of errors in phrases. Conformity of multiword repetitions to phrase structure grammar was also noted. Results revealed that on longer words the good readers were more likely to err with a word that matched the stimulus in both initial and final positions. Syntactic measures revealed a high sensitivity to sentence structure. It was concluded that the readers were distinguished by differences in processing graphemes. (This document previously announced as ED 067 613.) (Author/HS)

ED 071 069 CS 000 357

Berg, Paul C., Ed. George, John E., Ed.
Junior College Reading Programs. Highlights of the 1967 Pre-Convention Institutes.
International Reading Association, Newark, Del.
Pub Date 68
Note—38p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (\$1.75 non-member, \$1.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Critical Reading, Evaluation, *Junior Colleges, Reading Diagnosis, Reading Materials, *Reading Programs, Reading Skills, *Teacher Qualifications

Important considerations in planning a junior college reading program are presented. The need for a flexible reading program to meet the varied reading abilities of junior college students is emphasized, and the selection of an experienced, well-prepared reading instructor is seen as being vital to a sound program. Extensive study in the psychology of reading, diagnosis and remediation, counseling, testing and evaluation; practical experience teaching reading; and knowledge of reading research are listed as basic requirements for a junior college reading instructor. An abundance of materials designed to meet individual needs is also a basic necessity. Critical reading and teaching strategies are outlined and discussed. Flexible reading skills, vocabulary improvement, and directed reading lessons are seen as contributing to reading comprehension. References are included. (This document previously announced as ED 027 160.) (RT)

ED 071 070 CS 200 194

Hicks, Vivian H.
Advanced Oral Interpretation of Literature, English, Speech: 5114.109

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—17p.; Authorized course of instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, *Curriculum Guides, Drama, *Interpretive Reading, *Literature, *Readers Theater, *Secondary Education, Speech

Identifiers—*Quinmester Program

This curriculum guide describes an advanced course for speech classes in the oral interpretation of literature. It is meant to follow the first course, which introduced the subject and gave some fundamentals and practice in oral reading. The student is expected to meet the following objectives in the course: (1) demonstrate ability in using his voice as an instrument through practice in reading literature with a variety of moods, emotions, and characters; (2) devise methods to cut stories, essays, and plays to fit prescribed time limits; (3) compile a bibliography of literature suitable for interpretative reading for a general audience, an audience of young adults, or an audience of children; (4) select, arrange, and organize materials for a one-man show; and (5) participate in a performance for a selected audience. The guide presents numerous teaching strategies and learning activities to help the stu-

dents accomplish the goals of the course. A bibliography of student and teacher resources consisting of state-adopted textbooks, professional books and periodicals, audio tapes, and records is included. (No grade level is specified.) (Author/DI)

ED 071 071 CS 200 267

Faulkinberry, John L.

An Examination of Trends in Rhetoric Theory as Delimited in Certain Rhetoric Textbooks Written by American Authors from 1800 to 1900.

Pub Date 72

Note—196p.; Ph.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,542, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Grammar, *Language Arts, *Rhetoric, Speech, *Textbook Content, *Textbook Evaluation, Textbook Research

The purpose of this study was to identify and describe major trends in American rhetoric during the nineteenth century. Elements of traditional rhetoric—invention, arrangement, style, memory, and delivery—were examined. Subobjectives involved (1) a verification of the extensive use of certain textbooks, (2) an identification of the addition or deletion of rhetorical topics by each writer in his textbook, and (3) an examination of how each author treated the elements of traditional rhetoric. Twelve rhetoric textbooks, selected on the basis of the number of editions issued, the evaluation of their popularity, and their use in schools, were analyzed. This study found that very few rhetorical topics did not change during the formation of a completely American system of rhetoric. One of the most noticeable changes was that formal rhetoric was largely replaced by emphases on a practical student-oriented rhetoric. The only constant topic during this period was the rhetorical classification of sentences. (Author/DI)

ED 071 072 CS 200 269

Hubble, Martha Weidman

Multicultural Curriculum Training with Pre-Student Teachers in Language Arts.

Pub Date 72

Note—244p.; Ph.D. Dissertation, The University of New Mexico

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-30,729, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Changing Attitudes, Cross Cultural Studies, *Cultural Awareness, Cultural Background, Cultural Differences, Cultural Education, Culture Conflict, *Minority Groups, *Preservice Education, *Teacher Attitudes, *Teacher Education Curriculum

Identifiers—Multicultural Curriculum Training

This study relates to two problems in multicultural education: the inability of teachers to relate to and understand the culturally diverse learner; and the dearth of teaching materials based on the minority group members' cultural heritages. A Multicultural Curriculum Training (MCT) program was developed to promote in prospective teachers an understanding of and positive attitudes toward teaching culturally diverse learners. Subjects, randomly selected from 29 secondary education pre-student teachers, included seven Anglo-American and one Spanish-American who participated in the MCT, eight subjects who participated in Bailey's Teacher Effectiveness Training (TET), and eight control subjects. Students in the MCT received 10 weeks of 1- and 3-hour seminars. The nonparametric technique was used to analyze the subjects' pre- and post-test scores; results indicated no differences between the MCT, TET, and control groups. However, the low scores of the Spanish-American indicated high dogmatism, rigid ethnocentrism (based on Anglo values), and negative teaching attitudes. Recommendations were made to continue the MCT over a 9-month period and to conduct the MCT with minority groups to reinforce positive aspects of both cultures to promote an understanding of and lessening of cultural conflict. (Author/HS)

ED 071 073 CS 200 272

Kunkel, Marion David

Inquiry in the Secondary English Class.

Pub Date 71

Note—214p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-4541, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Creative Teaching, *English, Group Relations, Preservice Education, *Secondary Education, *Student Teacher Relationship, *Teacher Education, *Teaching

This study explores a student-centered alternative to current objectives and procedures in secondary English. Chapter one argues that current school practices do not meet special needs of children and society in complex human problem solving, and chapter two asserts that traditional English teaching often thwarts creativity and intensifies social cleavages. Teaching methods affecting the development of complex problem solving abilities are explored in chapter three. Two models—the first representing the process of complex conceptual growth and the second identifying the conditions which would best facilitate this process—are presented in the fourth chapter. The next three chapters suggest activities which may implement the goals of chapter one: group discussion, group projects, and the encouragement of individual development of special interests. The last chapter discusses implications for teacher preparation as they relate to group situations and projects in which prospective teachers can learn more about themselves and others. (Author/DI)

ED 071 074 CS 200 273

Lewis, William Joseph

A Comparison of Responses of Adolescents to Narrative and Lyric Literature and Film.

Pub Date 72

Note—143p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,923, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Adolescents, Comparative Analysis, Females, Films, *Film Study, Formal Criticism, *Grade 10, Impressionistic Criticism, Literary Analysis, *Literature, *Literature Appreciation, Males, Secondary Education

This study investigated whether adolescents' response to film is similar to or different from their response to literature and what these similarities or differences mean. Tenth grade students read two literary selections and viewed two films paired on the basis of similarities in treatment of subject and theme. Students' written responses to these selections were categorized and analyzed in terms of literary judgments, interpretational responses, narrative reactions, associational responses, self-involvement, prescriptive judgments, and miscellaneous. Results indicated that students tend to judge both literature and film more than they respond in any other way. They interpret film significantly more than literature, but they narrate literature more than film. Boys judge these selections more frequently than do girls, but girls become more self-involved in these materials than do boys. Thus, in four of the six main categories (interpretation, narration, self-involvement, and prescription) there are statistically significant differences in responses to literature and film. (Author/DI)

ED 071 075 CS 200 274

Lynch, Francis Dennis

Clozentropy: A Technique for Studying Audience Response to Films.

Pub Date 72

Note—136p.; Ph.D. Dissertation, The University of Iowa

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-26,710, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Audiences, *Cloze Procedure, College Faculty, College Students, Communications, English, Films, *Film Study, *Predictive Ability (Testing), *Visual Literacy

A test instrument was developed for analyzing the ability of various kinds of viewers to predict what will happen next in various kinds of films. The test instrument was based on the standard verbal cloze procedure, but it was adapted for nonverbal material. The test was validated by showing that it could detect differences in (1) entropy patterns (agreement among subjects about what will happen next) and (2) number of correct responses between (a) sophisticated and naive subjects for (b) simple and complex films and (c) at two prediction levels: plot and shot. The subjects were college students in various departments and professional filmmakers and teachers, about one third of whom were "sophisticated" about film, the others, "naive." For the entropy patterns, the results showed significant differences among the audiences, the film, and the level of prediction, and significant interaction between levels and films. The test also indicated that prediction ability varied significantly with audience sophistication, film complexity, and analysis level. The test seems to be a useful technique for the empirical analysis of visual communication and will make possible new ways of testing film and communication theories. (Author/DI)

ED 071 076 CS 200 275
Summer Journal.

Evansville-Vanderburgh School Corp., Ind.
Pub Date 72
Note—131p.

Available from—Evansville-Vanderburgh School Corporation, Reading Center, Administration Building, 1 S. E. Ninth Street, Evansville, Ind. 47708 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Activity Learning, *Adolescents, Affective Objectives, Cognitive Objectives, Composition (Literary), *Creative Activities, Learning Activities, *Literature, Psychology, Reading Comprehension, Reading Skills, *Secondary Education, Social Studies

This student activity book is intended for junior high or high school students. Originally written to be used in a summer television course, the material can be adapted to a regular class situation. The wide variety of materials are relevant to courses in reading, literature, composition, speech, psychology, and social studies. The book includes literature for critical analysis and exercises emphasizing affective and cognitive skills in reading, writing, oral communication, and group interaction. Among the many topics covered by the exercises are: personal identity, sex role, superstition, fears, American history, ecology, preparation for the future, race relations, the court system, civil liberties, semantics, music appreciation, and the generation conflict. An appendix includes exercises to increase reading speed and comprehension. (DI)

ED 071 077 CS 200 276
Folia, Bernarr

Three Strategies for Revising Sentences, Grades 4-5-6.

Indiana Council of Teachers of English, Terre Haute.

Pub Date [69]

Note—24p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 32850, \$0.75 non-member, \$0.65 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Composition Skills (Literary), Connected Discourse, Grade 4, Grade 5, Grade 6, *Paragraph Composition, *Sentence Structure, Syntax, Writing Exercises, *Writing Skills

Students in grades 4, 5, or 6 can learn to write more concretely, accurately, and deliberately by employing three strategies: (1) elimination of those words or phrases that garble meaning or repeat unnecessarily; (2) substitution of more specific, concrete, and generally more appropriate expressions for ones that are vague and unimaginative; and (3) addition of words, phrases, and clauses to a sentence to improve the focus on an image or an impression in writing and the texture of the sentence. To motivate the students toward "elimination," the teacher can ask them to distinguish between sets of sentences, to feed back information to the writer, and to listen to their own written expressions via tape recordings. "Substitution" can be approached

through improving the focus in the subject and verb parts of sentences, listing substitution choices for given expressions, and distinguishing between good and weak comparisons. "Addition" can be accomplished in the fourth grade by reducing and combining sentences, in the fifth grade by converting simple sentences to clauses modifiers, and in the sixth grade by adding to pre- and post-modifying slots. (HS)

ED 071 078 CS 200 277

Dick, Alik Laffkidou

A Student's Guide to British Literature; A Selective Bibliography of 4,128 Titles and Reference Sources from the Anglo-Saxon Period to the Present.

Pub Date Apr 72

Note—285p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$9.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Drama, *English Literature, Literary Criticism, Literary Genres, Medieval Literature, Nineteenth Century Literature, Novels, Old English Literature, *Poetry, *Prose, Renaissance Literature, Twentieth Century Literature

This work provides students of English Literature with a selective guide to important writers and their works from the Anglo-Saxon period to the present. The first chapter presents reference materials on English literature in general; each entry includes complete bibliographic information. A chronological arrangement is used in chapters two through seven, with each chapter devoted to a specific literary period: Old English, Medieval, Renaissance, Restoration, Nineteenth Century, and Twentieth Century. An author-subject index provides immediate access to the 4,128 entries. The last six chapters first list bibliographies and criticism of a particular period as a whole; then each genre (drama, poetry, prose) is divided into (1) works about the genre as a whole and (2) individual authors or works of unknown authorship arranged alphabetically. Works were selected according to how prominently an author was regarded in standard literary histories. Usually editions of complete or collected works are listed. (Author/DI)

ED 071 079 CS 200 278

Kreider, Barbara

Index to Children's Plays in Collections.

Pub Date 72

Note—138p.

Available from—Scarecrow Press, Inc., 52 Liberty Street, P.O. Box 656, Metuchen, N.J. 08882 (\$5.00)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Children, *Childrens Books, *Drama, Dramatic Play, *Elementary Schools, *Indexes (Locators), Puppetry, Reference Materials, Skits

This book is an index to plays suitable for study and performance in elementary schools and in children's groups. This volume updates the last such index, published in 1940 by the American Library Association, and supplements and updates "Play Index's" list of children's plays. Over 500 children's one-act plays and skits published in the United States in 25 collections with copyright dates 1965-1969 are included. Books with earlier copyright dates reprinted during these years were not considered. Only plays written in English were included, and selection was not based on merit. The 340 subjects were based on those listed in the 1968 "Play Index." The index is arranged by subject, author, and title, all interfiled alphabetically. Also included is a section on cast analysis, which lists the number of characters in each play and divides the plays into four groups: female cast, male cast, mixed cast, and puppet plays. There is also a directory of publishers for the collections indexed and a bibliography presenting full information on each collection, including the approximate grade level of plays in the collection. (Author/DI)

ED 071 080 CS 200 279

Mikhail, E. H.

A Bibliography of Modern Irish Drama: 1899-1970.

Pub Date Nov 72

Note—51p.

Available from—University of Washington Press, Seattle, Washington 98105 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Drama, Dramatics, *English Literature, *Literary Criticism, Literary History, Theater Arts, *Twentieth Century Literature

Identifiers—*Irish Drama

This book, comprising about 600 entries, is an attempt to compile a comprehensive general bibliography of modern Irish drama. Other bibliographies have been selective or have dealt mainly with individual playwrights, but this volume attempts to update and consolidate in one volume all the existing bibliographies containing secondary material, plus many new items never before compiled. It covers a period from 1899, with the foundation of the Irish Literary Theatre, to the end of 1970, though some later studies have been included. Entries have been annotated only when the title does not reveal the contents or when supplementary information is necessary. The first section lists general bibliographies, and the subsequent three sections list books, periodical articles, and unpublished materials. (Author/DI)

ED 071 081 CS 200 280

Lawhorne, Clifton O.

Defamation and Public Officials: The Evolving Law of Libel.

Pub Date 71

Note—356p.

Available from—Southern Illinois University Press, P.O. Box 697, Carbondale, Ill. 62901 (\$15.00)

Document Not Available from EDRS.

Descriptors—American Culture, Due Process, *Federal Laws, Information Dissemination, *Journalism, Laws, *Legal Responsibility, Mass Media, News Media, Press Opinion, Publications, *Public Officials, *Public Opinion, United States History

Identifiers—*Libel Law

This handbook, intended for journalists and others in the field of communication, examines the evolving law of libel in the United States and discusses the effects of recent trends. By placing libel law in the context of American History and by using over 500 court cases as specific examples, the author demonstrates not only its historical development and its present position, but also the future direction it could take. The author suggests that one of the major trends has been the consistent narrowing, throughout American history, of the laws for libeling public officials as the people's right to know about and discuss their leaders has broadened. On the basis of precedents, the author argues that reactionary pressures against present liberal attitudes toward libel may lead to highly restrictive libel laws in the future. Accordingly, the author warns the media to confine their comments to the truth, stressing that the ethical confines of journalists are much narrower today than the legal confines. A table of cases and a bibliography are included. (Author/DI)

ED 071 082 CS 200 281

Hartmann, R. R. K. Stork, F. C.

Dictionary of Language and Linguistics.

Pub Date 72

Note—302p.

Available from—John Wiley & Sons, Halsted Press Division, 605 Third Avenue, New York, N. Y. 10016 (\$18.75)

Document Not Available from EDRS.

Descriptors—Definitions, *Dictionaries, Dictionary Catalogs, *Language, Lexicography, *Linguistics, Reference Books, Vocabulary

With linguistic studies, both theoretical and applied, gaining widespread recognition, new and confusing terms are often introduced. This dictionary, therefore, explains the many new terms and relates the new approaches and concepts to the already familiar traditional grammatical terminology. The most important criterion for selecting entries was a general consensus of opinion among linguists. It brings together representative samples of terminology from the various branches of linguistics, excludes general nontechnical terms, and extends the "common core" of terminology to selected terms from specialized but important theories. Entries are arranged alphabetically and typically contain (1) a general definition, (2) a further specification to classify or subdivide the general definition, (3) cross references, (4) examples from other languages to illustrate the definition, and (5) bibliographical references. The dictionary also includes

listings of abbreviations, symbols and conventions, important consonants, the International Phonetic Alphabet, some nonalphabetic scripts, and alphabetic scripts, as well as two appendices which include a list of languages and a bibliography. (HS)

ED 071 083 CS 200 286

Adams, Vernon Ardell

A Study of the Effects of Two Methods of Teaching Composition to Twelfth Graders.

Pub Date 71

Note—207p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-12,055, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—College Bound Students, *Composition (Literary), Composition Skills (Literary), *Grade 12, *Student Attitudes, *Teaching Methods, *Writing Skills

Two different teaching methods were compared for their effectiveness on the writing skill and attitudes of twelfth graders. The sample included 135 randomly assigned students in six classes of an elective precollege writing course, with no significant differences between the students on the basis of ability or attitude. Traditionally oriented Method A imposed a high level of structure on all classroom activities and assignments. Writing assignments were preceded by a study of several professional essays, the topics were clearly limited, and the length and form of discourse were always prescribed. Comments by the graders were brief and directed at the errors in organization or arrangement of paragraphs. Method B, on the other hand, was quite flexible. There were no writing models (except those written by students), topic restrictions, or prescribed lengths and formats for themes. Mechanical and structural errors were unmarked and final comments were rather long and affirmative relative to students' ideas. Differences in writing skills and attitudes were evaluated and measured with the results indicating a greater positive student attitude toward Method B. No statistically significant differences in writing skills were found between the two methods throughout the study. (Author/HS)

ED 071 084 CS 200 294

English Guide: A Process for English Language Curriculum Building.

Montana State Office of the Superintendent of Public Instruction, Helena.

Pub Date [72]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Curriculum Evaluation, *Curriculum Guides, *Curriculum Planning, Educational Resources, Elementary School Curriculum, *English Curriculum, High School Curriculum, Language Arts
Intended for curriculum builders at the local level, this handbook outlines a five-step process for curriculum planning: step 1 (define present practices) helps assemble information about the existing English program; step 2 (examine present practices) explores the assumptions behind current English teaching and weighs them in light of the listed resources; step 3 (evaluate present practices) examines the value and effectiveness of the English program for the students in the school; step 4 (identify improved approaches) identifies a number of ways to solve or mitigate problems defined in steps 1-3; and step 5 (implement new ideas) deals with ways to implement the resulting program in classes. Each step consists of a set of questions together with selected references which are provided in a separate section and arranged according to questions and topics. (HS)

ED 071 085 CS 200 295

English Mini-Course Journalism (Preliminary, Unedited Version).

Pittsburgh Board of Public Education, Pa.

Pub Date Sep 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Objectives, *Course Organization, Curriculum Guides, *High Schools, *Journalism, *School Newspapers, Student Participation, Student Publications, Writing Exercises, Writing Skills

Offering the student a way to develop a clear, concise style of writing, this nine-week journalism unit acquaints the student with various aspects of newspaper writing and publishing and with the correct methods for gathering and writing school news. The first part of the course introduces the students to the history and ethics of journalism and to the parts of a newspaper, to various kinds of news stories, and to technical journalism terms. From there, a temporary staff can be organized and decisions on the type of printing, circulation procedures, and deadlines can be made; each student would be involved with some aspect of the paper. The following weeks would be spent in producing the finished copy and sending it to the printer. The last week would be devoted to the students' evaluation of their writing style and effectiveness, and analysis of the makeup and general appearance of the paper, oral reports on newspaper sales, suggestions for the next issue, and an objective test on newspaper terms. (Suggested course materials and a bibliography are included.) (HS)

ED 071 086 CS 200 304

English Mini-Course World Literature (Preliminary, Unedited Version).

Pittsburgh Board of Public Education, Pa.

Pub Date Dec 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), Cultural Awareness, *Cultural Education, Fiction, Humanism, Literary Criticism, *Literature Appreciation, *Novels, *Secondary Education, Symbols (Literary), *World Literature

This curriculum guide to a mini-course in world literature for high school students is restricted to the study of five short novels written in the twentieth century: "Demian" and "Siddhartha" by Hesse, "Platero and I" by Jimenez, "We Never Make Mistakes" by Solzhenitsyn, and "Portrait of the Artist as a Young Man" by Joyce. The objectives of the course are to help the student develop proficiency in (1) analyzing different views of common problems in living, (2) expressing and defending his ideas, (3) reflecting in his discussion and composition a facility and a precision in the use of language, (4) identifying various levels of meaning in fiction, (5) analyzing moral problems presented in literature, (6) explaining the use of literary symbols, (7) explaining the relationships between man and nature expressed in Western humanism and Eastern religious thought, and (8) evaluating humanitarian concerns in world literature. The guide includes suggestions for writing assignments, discussions, and reports, and a list of critical materials on these five novels. (Author/DI)

ED 071 087

CS 200 305

Vorce, Armand Ernest

A Critical Analysis of Three Case Examples of Humanities Education Programs for Adults.

Pub Date 72

Note—289p.; Ed.D. Dissertation, Boston University School of Education

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,474, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adult Education, *Adult Education Programs, Adult Educators, *Adult Learning, Curriculum, *Curriculum Design, Curriculum Development, *Curriculum Evaluation, *Humanities Instruction, Program Content

The purpose of this study was to discover the concepts of humanities education and adult education and apply them as a model for analyzing humanities education programs for adults. The literature related to the goals and content of humanities education and the methods and design of adult education was reviewed, yielding basic elements allowing construction of a model. Three adult education institutions offering humanities education programs were then compared with the model. The major findings were that (1) the philosophy and goals of each institution generally harmonized with the model, (2) there was an absence of participative planning and of evaluative processes in the methods and design of adult education, and (3) there were discrepancies between the model and the actual practices of each institution. It was also discovered that each institution lacked enough trained adult educators. (Author/DI)

ED 071 088

CS 200 306

Zell, Hans M., Ed. Silver, Helene, Ed.

A Reader's Guide to African Literature.

Pub Date Jan 72

Note—218p.

Available from—Africana Publishing Corp., 101 Fifth Avenue, New York, N. Y. 10003 (\$12.50 cloth, \$4.95 paper)

Document Not Available from EDRS.

Descriptors—African Culture, *African Literature, *Annotated Bibliographies, Anthologies, Biographies, Childrens Books, *English Literature, *French Literature, Literary Criticism, Literature Guides, *Negro Literature, Periodicals, Reference Materials

This annotated bibliography lists 820 literary works by black African authors south of the Sahara writing in English and in French. Reference material, critical works, and anthologies (many by non-Africans) are also included. The bibliography—excluding reference and critical works and anthologies—is divided into two sections. "Writings in English," and "Writings in French." Within these sections the arrangement is by country and alphabetically by author. Also included are (1) a selection of politically committed literature in English, (2) a list of children's books, (3) a list of titles announced for publication just before the book went to press, (4) a selection of periodical articles on African literature in general, (5) a list of major and minor literary and cultural periodicals and magazines which include African literature and essays and reviews about it, (6) some brief biographies of prominent African writers, and (7) a list of addresses of publishers, booksellers, and dealers. An index is also included. (Author/DI)

ED 071 089

CS 200 310

Rhule, Robert Reid

An Analysis of General Education Language Arts in the Public, Two-Year Colleges in the United States.

Pub Date 71

Note—97p.; Ed.D. Dissertation, Washington State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-7679, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Educational Practice, English Instruction, *Junior Colleges, *Language Arts, Language Instruction, Objectives, Questionnaires, *Student Needs, *Terminal Students

Objectives, practices, and characteristics of general education language arts were synthesized to serve as criteria for evaluating the efforts made by public two-year colleges to meet the needs of terminal students in general education language arts. Data obtained from questionnaires revealed that only 192 schools had a communications course which was not college parallel, primarily remedial, or vocationally oriented, but was designed for the general education of terminal students. Furthermore, a measurement of the attitudes of the respondents to objectives found in the literature revealed all but two objectives (from a list of eleven) rated between desirable and highly desirable. Data from schools reporting a course showed that approximately 50% of the first year students were taking the course and that about 73% of those enrolled completed the course. Traditional grading practices were commonly observed, but 17% employed a pass-fail system. Reading, writing, listening, and speaking were identified as four elements essential to general education communication courses with approximately 24% of the time devoted to reading skills, 43% to writing skills, 17% to speaking skills, and 16% to listening skills. Forty-seven percent of the schools did not include speech in their communication courses and 57% did not give any formal listening training. (Author/HS)

ED 071 090

CS 200 312

Hord, Helen McConnell

The Significance of Black Literature in the Language Arts Program of a Predominantly Black Junior High School.

Pub Date 72

Note—173p.; Ph.D. Dissertation, Ohio State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27025, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—African American Studies, American History, Black Community, Cultural Awareness, *Cultural Education, *Interdisciplinary Approach, Junior High Schools, *Junior High School Students, *Language Arts, Literacy, Negroes, *Negro Literature

The teaching of black literature as a means of helping black students achieve academic success in a predominantly black junior high school is the focus of this study. Chapter one presents the argument for the study—language arts teachers should recognize the importance black literature can have not only in fostering reading and writing skills but also in helping the student to modify his self-image and shape his attitudes toward others. Chapter two presents a survey of black literature that can be used at the junior high school level. Chapter three applies black literature to the language arts curriculum in three instructional units (cultural, interdisciplinary, and literary) prepared from works by black American authors. Chapter four summarizes the success of these units, discusses the limitations of the study, and makes suggestions for further research. (Author/DI)

ED 071 091 CS 200 313

Henze, Mary Vance

Children's Responses to Literary Style.

Pub Date 72

Note—124p.; Ed.D. Dissertation, University of Arkansas

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-29,669, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—English Literature, Grade 6, *Listening, Literary Analysis, *Literary Styles, *Literature Appreciation, Novels, Poetry, Prose, Twentieth Century Literature

This study undertook to determine (1) whether teaching sixth grade children elements of style would increase their pleasure in listening to "The Hobbit," (2) whether children who learned the most about style would respond the most positively to Tolkien's style, and (3) what children's preferences would be for selected examples of Tolkien's style. An attitude questionnaire consisting of twelve examples from "The Hobbit" and a test over elements of literary style were used with the experimental and control groups. Some of the results of the study were: (1) there was no significant difference in what the experimental group knew about literary style before and after the teaching; (2) there was no significant difference between the listening enjoyment scores of students who had been taught elements of literary style and the scores of those who had not been taught; (3) children who learned the most about elements of style did not answer the most positively on examples of Tolkien's style; and (4) children responded most favorably to examples with alliteration, onomatopoeia, striking similes, and vivid imagery. (Author/DI)

ED 071 092 CS 200 316

Root, Shelton L., Jr.

Advertising with Books: 2,400 Titles for Pre-K-Grade 8.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—404p.; Second Edition

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 42000, \$1.95 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annotated Bibliographies, Booklists, *Children's Books, *Elementary Grades, Library Material Selection, *Reading Interests, Recreational Reading

This bibliography is the second edition of a guide intended to serve adults in selecting books for children of preschool age through the eighth grade. Each of the more than 2400 titles is annotated, with each annotation including descriptions of the main characters, setting, plot, style, factual content, illustrations, suggested age level, publisher (both hardcover and paperback), and price. Most of the titles have been published since 1967. They are arranged under these categories: Picture Books; Fiction; Traditional Folk Literature; Biography; Poetry; Holidays; Religion and Holy Days; Social Studies; Biological Sciences; Physical Sciences; General Sciences; Sports and Hobbies; Arts, Crafts, Music, Drama, Dance; and Foreign Languages. There are also

author and title indexes and a directory of publishers. (Author/DI)

ED 071 093 CS 200 318

Hook, J. N. And Others

What Every English Teacher Should Know.

Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers, Urbana.; National Council of Teachers of English, Champaign, Ill.

Pub Date 70

Note—100p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 21112, \$2.00 non-member, \$1.80 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Composition (Literary), *English Education, *English Instruction, Inservice Teacher Education, Language Instruction, Literature, Oral Communication, Reading Instruction, Secondary School Teachers, Student Evaluation, *Student Teacher Relationship, *Teacher Education, Teacher Education Curriculum, *Teacher Qualifications, Teaching Skills

Identifiers—Project English

Based upon 5 years of study to improve the preparation of secondary school English teachers, this book is intended to guide prospective teachers in the selection of courses, to suggest to experienced teachers their areas of greatest deficiency, and to help teacher educators in curriculum planning. An introduction points out the importance of a teacher who is aware of children's needs and feelings, and recounts the typical development of an English teacher from a young child to a college graduate. Chapters consider what teachers should know about language, written composition, literature, oral communication, and the theory and practice of teaching and learning English. Some topics of discussion are dialectology, grammars, misconceptions concerning the teaching of language, the process of writing, audience consideration in composition, reasons for teaching literature, necessary literary background, intensive reading, the emphasis of oral communication in Great Britain and the United States, college education courses, measurement and evaluation, and methodology. An outline of the "minimal," "good," and "superior" levels of accomplishment in knowledge and skills precedes each chapter. (This document previously announced as ED 037 467.) (LH)

ED 071 094 CS 200 319

Moore, Walter J.

Annotated Index to Elementary English: 1924-1967.

National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—273p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 47755, \$3.50 non-member, \$3.15 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, Composition (Literary), Composition Skills (Literary), Creative Writing, *Elementary Education, English (Second Language), *English Instruction, Grammar, Handwriting, *Indexes (Locators), Language, *Language Arts, Lexicography, Libraries, Linguistics, Literature, Mass Media, Oral Communication, Reading Bibliographical information and annotations for the articles published in "Elementary English" from 1924 through 1967 are organized under 35 topical headings arranged alphabetically and cross-referenced. Both author and topic indexes to the entries are provided. (This document previously announced as ED 025 521.) (LH)

ED 071 095 24 CS 200 320

Stewig, John Warren Lamb, Pose

Elementary Pupils' Knowledge of the Structure of American English and the Relationship of Such Knowledge to the Ability to Use Language Effectively in Composition. Final Report.

Purdue Research Foundation, Lafayette, Ind. Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Bureau No—BR-1-E-174

Pub Date Aug 72

Grant—OEG-5-72-0024(509)

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American English, *Caucasian Students, Composition (Literary), *Composition Skills (Literary), Grade 6, Language Proficiency, Language Skills, *Linguistic Competence, *Negro Students, Nonstandard Dialects, *Socioeconomic Status, Writing Skills

Evidence seems to suggest that children whose dialects are nonstandard generally produce compositions considered lower in quality than those produced by middle and upper-middle class children. The focus of this study, therefore, was to examine the relationship between children's knowledge of the structure of their language and their judged ability to use language effectively in composition. Eight classes of sixth grade students (representing Caucasian and black, and lower and middle class) were administered the Linguistic Ability Measurement Program (LAMP), since it provides an effective means of assessing pupils' knowledge of the operation of their language. Writing samples (a theme, a story, and a poem) were then collected under conditions as uniform and as controlled as was possible. Seven judges were asked to rate the composition samples through an application of objective criteria. An analysis of the data revealed that middle class pupils, Caucasian pupils, and girls scored significantly higher on all measures and that there was a greater correlation between test scores and composition ratings for middle class subjects than for lower class subjects. (HS)

ED 071 096 24 CS 200 321

Weaver, Carl H.

An Evaluation of a Method of Teaching Listening Improvement. Final Report.

Ohio Univ., Athens.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-E-099

Pub Date Sep 72

Grant—OEG-5-71-0044(509)

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audio Passive Laboratories, Aural Stimuli, *College Students, *Listening Comprehension, *Listening Skills, Listening Tests, Reading Skills, Recall (Psychological)

The purpose of this study was to test the hypothesis that increasing the rate of cognitive structuring of aurally input data through the use of compressed speech would improve scores on listening tests which measure ability in listening subskills. The hypothesis predicted that subjects trained in listening for details would improve in this subskill but would also improve in other subskills, such as following directions, recognizing transitions, etc. The Brown-Carlson, Rossiter, and Xeros tests were used as pretests and posttests. Subjects listened to taped texts compressed to 275 words per minute and were tested on immediate memory for details. Experimental subjects improved significantly more than the control group, but mostly on those parts of the tests which were similar to their training—Part E of the Brown-Carlson (listening to lecture) and Part I of the Rossiter (listening for details). There was little evidence that increasing the rate of handling aurally input data affected subskills other than those used in the training sessions. (Author/DI)

ED 071 097 CS 200 333

Annotated Index to the "English Journal," 1944-1963.

National Council of Teachers of English, Champaign, Ill.

Pub Date 64

Note—185p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 47808, paper, \$2.95 non-member, \$2.65 member; cloth, \$4.50 non-member, \$4.05 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Educational Resources, English Education, *English Instruction, *Indexes (Locators), Periodicals, Resource Guides, *Scholarly Journals, *Secondary School Teachers

Bibliographical information and annotations for the articles published in the "English Journal" between 1944-63 are organized under 306 general topical headings arranged alphabetically and cross referenced. Both author and topic indexes to the annotations are provided. (See also ED 067 664 for 1st Supplement which covers 1964-1970.) (This document previously announced as ED 067 664.) (SW)

ED 071 098 CS 200 335
Feld, Merle, Ed.

ERIC Documents on the Teaching of English, Volume Eight: January-June 1972.

National Council of Teachers of English, Urbana, Ill. ERIC Clearinghouse on the Teaching of English.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, English (Second Language), *English Curriculum, *English Education, *English Instruction

The eighth volume of a compilation of all documents relating to English teaching which have been processed into the ERIC system is presented. This volume brings the index through June 1972. (DR)

ED 071 099 CS 200 339

Walden, James, Ed.

Oral Language and Reading: Papers Collected from the 1967 Spring Institutes on the Elementary Language Arts.

National Council of Teachers of English, Champaign, Ill.

Pub Date 69

Note—117p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 26974, \$1.95 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Applied Linguistics, Dialects, Elementary Education, *English Instruction, Inservice Teacher Education, Language Arts, Language Learning Levels, Language Research, Linguistics, *Oral Communication, Oral Expression, Oral Reading, Psycholinguistics, *Reading Development, *Reading Instruction, Reading Programs, Reading Research, Teaching Methods

This book deals with the topics of how oral language is related to reading and how the English teacher can effectively exploit this relationship. The contents of the book are papers from the 1967 NCTE spring institutes for elementary teachers and supervisors. Walter J. Moore examines the role of the reading teacher and points out the value of this book for directing inservice education in linguistics. A knowledge of psycholinguistics in relation to the teaching of elementary language arts is discussed by John B. Carroll. Jean Berko Gleason outlines recent findings on how children use language at various age levels and relates these findings to teaching practices. Wick R. Miller discusses the reading-language acquisition relationship and suggests that teaching methods are less important than the child's personal initiative. Henry J. Sustakoski summarizes recent discoveries in linguistics and illustrates their relevance for English teachers. Three types of classroom problems involving linguistics and reading are examined by David W. Reed, and the reasons for using more than one English dialect are set forth by Roger W. Shuy. The function of oral language in language learning and some ways in which it can be combined with other aspects of the linguistic program are suggested by Walter Loban. (This document previously announced as ED 029 026.) (LH)

ED 071 100 CS 200 349

Haugh, Oscar M., Ed.

Revisiting Basic Issues in English Education: Selected Papers and Addresses Delivered at the Conference on English Education (6th, University of Colorado, March 28-30, 1968). Part I.

National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—72p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 20578, \$2.00 non-member, \$1.80 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Activities, Curriculum Design, Curriculum Development, *English Education, *English Instruction, Grammar, Language Instruction, Literary Criticism, Methods Courses, Microteaching, Secondary Education, *Student Teachers, *Teacher Education Curriculum, Teacher Educators, Teacher Evaluation, Teacher Guidance, Teachers Colleges, Teacher Supervision

Identifiers—English Teacher Preparation Study, ETPS, Florida State University, Verbal Reaction Behavior Log

The 11 papers collected in this book provide an analysis of a number of issues basic to English education. J. W. Patrick Creber discusses "rigor" in creative work and the question of "subject-centered" versus "student-centered" curriculums in British schools; Francis G. Townsend describes the working relationships between the departments of English and English Education at Florida State University; James D. Barry analyzes some of the difficulties of implementing the guidelines of the English Teacher Preparation Study; Donald D. Small discusses the content of methods courses in small colleges; Alan L. Madsen considers what instruction English teachers should have in literary critical theory; Alfred L. Papillon takes up the problems of a curriculum sequence in modern grammars for English teachers; Frank J. Zidonis studies the curriculum, learning theory, and teacher strategy for language instruction at the secondary level; Earl Seidman points out the values and limitations of microteaching; Sister M. Philippa Coogan surveys new materials and methods for helping and evaluating student teachers; Gordon M. A. Mork explains the use of the Verbal Reaction Behavior Log (VRBL) as a basis for evaluating student teachers; and Bryant Fillion presents methods of better preparing classroom teachers for the supervision of student teachers. (This document previously announced as ED 025 522.) (LH)

ED 071 101 CS 200 350

Haugh, Oscar M., Ed.

Teaching the Teacher of English: Selected Papers and Addresses Delivered at the Conference on English Education (6th, University of Colorado, March 28-30, 1968). Part II.

National Council of Teachers of English, Champaign, Ill.

Pub Date 68

Note—64p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 21032, \$2.00 non-member, \$1.80 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Composition (Literary), Educationally Disadvantaged, *English Education, *English Instruction, Evaluation Methods, Grading, Grammar, Humanities Instruction, Language Teachers, Linguistics, Literature, Oral Communication, Reading Instruction, Rhetoric, *Secondary School Teachers, *Teacher Background, Teacher Characteristics, *Teacher Education, Teacher Education Curriculum, Teacher Educators

The 11 papers in this collection deal with problems and ideas in teaching the teacher of English. The first three—by Charlton Laird, Oscar A. Bouise, and Sheila Schwartz—are concerned with the character and development of a "good teacher of literature," with giving him an adequate background in literature, and with the nature and training of the humanities teacher. Three papers by John S. Simmons, Andrew Macleish, and Norman C. Stageberg explore topics in language: the linguistic training necessary for the secondary English teacher, the number and kinds of grammar he should master, and the value of teaching structural ambiguity. Next, Richard L. Larson proposes a course in rhetoric for English teachers. Ross M. Jewell tells the beginning teacher how to evaluate writing, and Elmer E. Baker, Jr., deals with preparing teachers for the effective teaching of oral language. The last two essays, by J. Harvey Littrell and Robert E. Shafer, deal with the preparation of teachers of reading and of the disadvantaged. (This document previously announced as ED 025 523.) (LH)

ED 071 102 CS 500 077

Clark, Brian

Group Theatre.

Pub Date 71

Note—119p.

Available from—Theatre Arts Books, 333 Sixth Avenue, New York, N.Y. 10014 (\$7.50)

Document Not Available from EDRS.

Descriptors—Composition (Literary), *Creative Dramatics, Drama, Expressionism, *Group Dynamics, Group Relations, *Literary Conventions, Playwriting, *Sensory Training, *Theater Arts

The group interpretation approach to theatre production is defined as a method that will lead to production of plays that will appeal to "all the layers of the conscious and unconscious mind." In practice, it means that the group will develop and use resources of the theatre that orthodox companies too often ignore. The first two chapters of this book explain the nature of group theatre and its relationship to society, with examples from classic and modern groups. The next two chapters cover the methods of achieving the discipline and sense of direction essential to group development and leadership, with emphasis on preliminary development of group interaction. The author then illustrates the three basic approaches to group playmaking: "working in" to an existing text, "working out" from unformed material gathered around a theme, and "working out" from material that evolves from group-developed situations. Finally, the author discusses the factors involved in developing the resultant material into a finished dramatic product for public presentation. (Author/RN)

ED 071 103 CS 500 078

Chase, Stuart

Communicate!

Pub Date 72

Note—94p.

Available from—McDougal, Littell and Co., Box 1667, Evanston, Ill. 60204 (\$2.40 paper)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, *Communication (Thought Transfer), Communication Problems, *Language Usage, Nonverbal Communication, Secondary Grades, *Semantics, *Speech, *Verbal Communication, Written Language

This ten chapter book is designed to provide high school students with an understanding of basic communication processes. The first five chapters include discussions of language development, function, and acquisition in relation to both human and non-human communication. The sixth chapter contains specimen linguistic analyses of speech and outlines the discipline of semantics. The seventh, eighth, and ninth chapters are devoted to semantics and to the description and application of some communication tools which can prevent misunderstandings and communication breakdowns. The final chapter contains further discussion of communication pitfalls in relation to mass media. (LG)

ED 071 104 CS 500 079

Lee, Jae-won And Others

Simulation as a Metaphoric Method of Communication Education.

Pub Date Apr 72

Note—14p.; Paper presented at the International Communication Assn. Annual Convention (Atlanta, April 19-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Communication Skills, Creative Teaching, Creativity, Learning Processes, *Metaphors, *Relevance (Education), *Simulation, *Teaching Methods

Identifiers—*Speech Communication Education

Simulation seems to give at least a partial methodological answer to the pragmatic concept of learning by experience (and to the rising cry for social relevance in school curricula). Expecting, in the years ahead, increasing practices of various simulation techniques in classroom situations, there is need to re-examine some basic assumptions of the purposes of simulation and its efficiency as an educational method. In this paper, several concepts likely to help make simulation a heuristically useful process of communication education are discussed. This paper explores and supports the theoretical position that "an educational simulation should be a method of metaphor, not a realistic simile." (LG)

ED 071 105 CS 500 080

Anapol, Malithon

Rhetoric and Law: An Overview.

Pub Date 70

Note—10p.

Journal Cit—Today's Speech; v18 n4 p12-20 Fall 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aristotelian Criticism, *Communication (Thought Transfer), Courts, Cultural Background, *Law Instruction, Lawyers, Medieval History, *Persuasive Discourse, *Rhetoric, *Western Civilization

Rhetoric and law had mutually beneficial influences on each other during the Graeco-Roman era. The relationship deteriorated during the middle ages because of a universal decline in learning, culture, and social organization; the hostility of the church toward rhetoric as a pagan concept; and the feudal structure in which there was no system of orderly government to prevail against individual domains. The disciplines of rhetoric and law were revived during the rebirth of learning and the development of the legal system in England, but in separate and different spheres. This segregation was a loss for both endeavors. The era since 1920, however, has witnessed the first signs of a trend toward the recognition of the role that rhetoric and law can play in association with each other. Legal realists have broken the ground for a broader view of the factors that contribute to an understanding of the legal system, and lawyers and judges are becoming aware of their problems in communication and rhetoric. (Author/RN)

ED 071 106 CS 500 081

Wilmot, William King, Stephen.
Methodological Barriers Precluding the Development of Comprehensive Theory.

Pub Date Nov 72

Note—22p.; Paper presented at the Annual Convention of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Communication (Thought Transfer), Hypothesis Testing, *Information Theory, *Research Methodology, Research Opportunities, *Statistical Analysis, Theories

The authors examine published research in speech communication and evaluate its potential for theory development. Two major suggestions are advanced that will facilitate the quest for viable theory of speech communication. First, research should begin to focus on relevant communication behaviors rather than merely using them as convenient contexts to test selected theories. Second, researchers should be required to report the degree of association between the selected independent variables and the dependent communication behaviors. Unless these suggestions are adopted, it is the authors' contention that the quest for viable theories will be hindered. The incorporation of the suggestions will assist the field to (1) compare theories in terms of their ability to predict communication behaviors, and (2) construct viable theories of communication behavior. (Author)

ED 071 107 CS 500 082

Lashbrook, Velma J. Lashbrook, William B.
A Theoretical and Methodological Evaluation of Leadership Research.

Pub Date 72

Note—23p.; Paper presented at the Annual Convention of the Western States Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, Evaluation, *Group Dynamics, *Leadership, *Leadership Styles, Methods Research, Research Methodology, *Theories, Validity

This paper isolates some of the strengths and weaknesses of leadership research by evaluating it from both a theoretical and methodological perspective. The seven theories or approaches examined are: great man, trait, situational, style, functional, social influence, and interaction positions. General theoretical, conceptual, and measurement issues are considered as they relate to methodology. If theoretical and methodological improvements are made, the study concludes, leadership research can make a significant contribution to our accumulation of knowledge concerning small groups. (Author)

ED 071 108 CS 500 083

Larson, Arthur W.
Preliminary Round Power-Matching: A Curious Double-Standard.

Pub Date Nov 72

Note—11p.; Paper presented at the Annual Convention of the Western States Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Co-curricular Activities, *Debate, *Evaluation Methods, *Intercollegiate Programs, Persuasive Discourse, Public Speaking, *Speaking Activities

Identifiers—*Debate Tournament Management

Despite the educational value of the intercollegiate debating experience in itself, tournaments do not inspire an impressive degree of participation unless there is a catalyst of competition with the prospects of rewards to the better teams. Procedures conducive to the realization of this goal are featured at most debate tournaments, in the form of elimination rounds with trophies awarded at the conclusion to the winning teams and most talented speakers. Before the elimination rounds begin, however, there is a procedural double-standard in the "preliminary" rounds. Tournament directors are not consistent in procedures for conducting preliminary rounds, but use random matching, presetting, high-low matching, high-high matching, or alternate high-high and high-low power-matching. Coaches indicate, however, that the method of matching has significant bearing on which teams advance to the elimination rounds and the quality of those teams. In judging the principle types of power-matching on the criterion that teams who do well should be rewarded, the conclusion is that high-low matching procedure best meets that criterion. The rules of this procedure are outlined. (Author/RN)

ED 071 109 CS 500 084

Sweeney, William O.
Using Commercial Resources in Population Communications Programs.

Ford Foundation, New York, N.Y.

Pub Date Dec 72

Note—23p.; Paper prepared for the Conference on Commercial Resources and Their Application to Population Communication, East-West Communication Institute (Honolulu, December 4-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Contraception, *Family Planning, *Information Dissemination, Mass Media, Merchandising, *Population Education, Public Relations, *Social Attitudes, Social Influences

The author defines population communications as all information, education, and other activities which can produce changes in attitudes and behavior towards contraception, family planning, and population growth. He discusses in this paper the effort made in 27 nations to utilize commercial, profit-making goods and services for the purpose of educating the public on the hazards of over-population and the methods available for population control. The types of commercial programs are: use of mass media, advertising and promotion, public relations efforts, marketing of contraceptives, education and training, research and evaluation of the program, and development of special materials. (RN)

ED 071 110 CS 500 085

Rao, Y. V. Lakshmana
The Practice of Mass Communication: Some Lessons from Research. Reports and Papers on Mass Communication No. 65.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Dept. of Mass Communication.

Pub Date 72

Note—52p.

Available from—Unesco Publications Center, P.O. Box 433, New York, N.Y. 10016 (\$1.50)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Communication (Thought Transfer), Information Dissemination, *Information Theory, *Mass Media, *Media Research, Publishing Industry, Research Needs, *Research Utilization

This paper argues that informal, intuitive, and unsystematic methods of operation are no longer adequate for the practitioners of mass communication. It presents a brief summary of the historical development of mass communication, followed by a general summary of mass communication research, relating mass communication to interpersonal communication and analyzing the process of information flow. Among the topics considered are: the nature of the communicator, the media and their audiences, and the effects and effectiveness of mass communication. Throughout, the paper emphasizes the need for more interaction between communication research and practice in order that theories and principles can be evaluated in the field. (RN)

ED 071 111 CS 500 086

Ayres, H. J. And Others
A Study of Intra-Audience Feedback Effects.

Pub Date Nov 72

Note—24p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Audiences, Changing Attitudes, *Communication (Thought Transfer), *Evaluation, *Feedback, Interaction Process Analysis, *Public Speaking, Response Mode, Speech Evaluation

The primary concern of this paper is intra-audience feedback. It reports the results of an experimental study designed to assess the effect of audience response on observers' judgements of a communicator's speaking ability and credibility. Differences in observers' attitudes as a function of audience response was also assessed. The experimenters employed a 2 X 3 factorial design—a factor of observer ego involvement including two levels (high and low) and an audience response factor with three levels (positive, negative, and neutral). The same basic design was used for all criterion measures: speech rating, credibility, and attitude change. Audiences of five members were selected from speech courses at Washington State University and trained to exhibit positive, negative, and neutral nonverbal feedback at predetermined points to the selected speech. Video-tapes were made of the three separate feedback sessions and the communicator tape made in an empty room was superimposed upon the audience tapes. Ten observers, also Washington State students, then responded to each of the completed tapes. No significant differences were obtained for any comparisons. The artificiality of the experimental conditions was considered to be the most likely cause. (Author/LG)

ED 071 112 CS 500 087

Meyer, Virginia Hoch Gute, Joseph
The Effects of Channel Variation on Attitude Change and Source Credibility.

Pub Date Nov 72

Note—12p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Audiovisual Communication, Changing Attitudes, *Communication (Thought Transfer), *Media Selection, Persuasive Discourse, *Speech Evaluation, Video Tape Recordings

Identifiers—Channel Variation, *Source Credibility

This study examined the effects of channel variation on attitude change and source credibility. The fifty-four subjects who made up the four treatments (live, video, audio, control) were given a pre and posttest measure of attitude change consisting of 12 Likert-type scales. Additionally, the three experimental groups were administered a posttest measure of source credibility (Berlo, et al., 1969). Results indicated that channel variation produces no significant differences in attitude change scores or source credibility ratings. It was suggested that the presence or absence of an audience during video taping might have an effect on attitude change and source credibility scores. (Author)

ED 071 113 CS 500 088

Vibulsri, Chamnong
Theoretical Conceptions of Meaning and Experimental Results.

Pub Date Nov 72

Note—36p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experimental Psychology, *Information Theory, Language Usage, *Psycholinguistics, Psychological Studies, *Research Methodology, Semantic Differential, *Semantics, Verbal Communication, Verbal Operant Conditioning

Identifiers—*Meaning (Philosophical)

The author presents a summary of selected theoretical concepts and empirical evidence from the field of psychology, relating to the meaning of the term "meaning." He first summarizes experimental techniques for the investigation of meaning in terms of six approaches: conditioning methods, word association methods, word association/verbal learning methods, conditioning/word association methods, scaling methods, and conditioning with semantic differential methods. The author discusses in detail the theories and views developed by Arthur W. Staats,

Charles E. Osgood, James Deese, and Benjamin Lee Whorf. It is the author's purpose to provide a basic foundation for the improved understanding of meaning which, in turn, may facilitate communication among individuals in this world of complexities. (RN)

ED 071 114 CS 500 089

Rich, Andrea L.

Contracultural Language Codes: The Language of Survival.

Pub Date Nov 72

Note—9p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Communication Problems, Cultural Isolation, *Culture Conflict, Discriminatory Attitudes (Social), Ethnic Groups, Group Unity, *Language Role, *Social Dialects, Sociocultural Patterns, Subculture

The historical relationship between members of different racial and ethnic groups and the dominant culture in the United States is characterized by dominant/submissive postures. Communication between such groups in a contemporary setting tends to be riddled by the tensions and hostilities inherent in such a historical relationship. Linguistic barriers to interracial communication are produced by the development and use of contracultural language codes within our society, designed to ensure culture-group survival. Contracultural language codes or argots serve as a means for both expression of hostile reactions and preservation of group integrity. The historical plight of the Jews of Spain during the Inquisition; the code of the Pachuco, an argot of youth drawing from Mexican and American slang, black argot; and Japanese-American Nisei argot are discussed in this paper, in relation to the respective language codes' capacities to serve as a cultural storehouse for expression of hostility toward the dominant culture and maintenance of the identity and group solidarity of these "out groups." (Author/LG)

ED 071 115 CS 500 090

Forston, Robert F.

How Communication Theory Could Be Used to Improve Judicial Decisions on Freedom of Expression.

Pub Date Nov 72

Note—10p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civil Disobedience, *Civil Liberties, Demonstrations (Civil), *Freedom of Speech, *Game Theory, *Information Theory, *Non-verbal Communication, Supreme Court Litigation, Symbolic Language

The author considers the current position of the Supreme Court on the First Amendment and the right of free speech. There are questions of distinction between what constitutes lawful or unlawful expressions of opinion, including the use of symbolic conduct, with respect to the communicator's intent, his effectiveness, and the clear and present danger of the act. The author proposes use of a communications game theory to assist in distinguishing between lawful and unlawful communication. Using sports events as analogies, he discusses rules, tactics, and customs and their functions in games. He concludes that this game model could serve as a "unique, flexible perspective" for analysis of communication situations, particularly in making decisions about protection under the First Amendment and violations of free speech. (RN)

ED 071 116 CS 500 091

Lashbrook, Velma J. McCroskey, James C.

Source Valence: An Improved Conceptualization.

Pub Date Nov 72

Note—8p.; Paper presented at the Western Speech Communication Assn. Convention (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Communication (Thought Transfer), Individual Power, *Information Theory, *Interaction Process Analysis, Research Design, *Research Methodology, Research Tools

Identifiers—*Source Valence

The concepts of credibility, attraction, power, and "homophily" (degree to which source and

receiver are similar in certain attributes) have been investigated as independent and unrelated variables in the communication process. The authors seek to establish the relationship of these variables as subdivisions of the overriding concept known as source valence. First, they establish the theoretical foundations of the four components. Second, they summarize previous research on the components and then set goals for future research. Third, the authors examine some of the problems of the research methodology in this area. Their final suggestion is that researchers concentrate more on source valence rather than the subsets. (Author/RN)

ED 071 117 CS 500 092

Makay, John J.

A Problem of Transfer from the Interpersonal Communication Course (Or Any Other) to the Real World—What's the Hang-Up?

Pub Date Dec 72

Note—19p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Communication Skills, Curriculum, *Educational Accountability, *Interaction, Learning, *Relevance (Education), Student Responsibility, Teacher Responsibility, *Transfer of Training

Identifiers—*Speech Communication Education

The author contends that accountability is not a matter of measurement of transfer of learning to the outside world, but rather a matter of making courses real, genuine, and pragmatic with substance, activity, and measurement within the course. The educator's responsibility lies in the development and offering of a learning environment which is relevant and which provides students opportunities to learn speech communication in ways they can apply to the real world. The student is responsible for the application of what he learns in class to the outside world. The author concludes that transfer from communication courses will take place if educators meet their responsibility in experiencing the "real world" with their students within the course and if the students in turn meet their responsibility in making applications to their world. (Author/LG)

ED 071 118 CS 500 093

Rein, Irving J.

Rudy's Red Wagon: Communication Strategies in Contemporary Society.

Pub Date 72

Note—160p.

Available from—Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—*Changing Attitudes, *Communication (Thought Transfer), Dissent, Individual Power, Language Role, *Persuasive Discourse, Political Attitudes, *Rhetoric, Social Attitudes, Social Behavior, *Verbal Communication

Identifiers—*Contemporary Rhetorical Strategies, Manipulative Strategies

The primary focus of this book is "the put-on" and other manipulative strategies. Manipulative forms of communication as used in contemporary society are examined in relation to advertisements and commercials, salesmen, political figures, authors, artists, educators and students. The book is a study of power—how the powerful and powerless, through strategy and tactics, battle for the distribution of power. Divided into three major sections of several chapters each, the book contains conceptual and theoretical discussions of various communication forms, the methods and procedures integral to that application, and analysis of the tactics and rhetoric employed in these manipulative strategies. An annotated bibliography of suggested readings is also included. Written in an easily readable style, this book is of interest to students and educators in speech communication on the advanced high school and beginning college levels. (Author/LG)

ED 071 119 CS 500 094

Kowitz, Albert C. Lesh, Angela Dawn

An Analysis of the Independence-Involvement Approach to Interpersonal Communication.

Pub Date Nov 72

Note—9p.; Paper presented at the Annual Convention of the Western Speech Communication Assn (43rd, Honolulu, November 18-21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Factor Analysis, Human Relations, *Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, Models, Research Methodology, *Social Relations

The purpose of this paper is to examine the independence-involvement approach to interpersonal communication as a method for assessing participant satisfaction in social interaction. The author provides definitions of satisfying social interactions in both empirical and value-oriented terms and further attempts to determine behaviors that both contribute to and inhibit the attainment of satisfying outcomes. Reviewing relevant literature, the author infers that the dimensions of independence and involvement may be fundamental factors in interpersonal communication. He defines independence as the degree to which interpersonal decision-making is self-imposed in contrast to an external locus of control. He defines involvement as the degree to which behavior shows concern or indifference towards others. It is hypothesized that behaviors leading to an appropriate balance of these two factors contribute to satisfying social interaction. The reported study lends support to the underlying importance of the independence and involvement dimensions. (Author/LG)

ED 071 120 CS 500 095

Campbell, P. Read

View from the North.

Pub Date Nov 72

Note—11p.; Paper presented at the Annual Convention of the Western Speech Assn. (43rd, Honolulu, November 18-21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Education, *Communication (Thought Transfer), Communication Skills, Educational Experience, *Oral Expression, Relevance (Education), Social Influences, *Speech Education, *Verbal Communication

Identifiers—*Canada

There is a great deal of speech communication work going on in western Canada, but in higher education, little direct teaching of the subject. This essential fact is the focus of this paper. The author presents an overview of Canadian history and the work of her writers, and seeks reasons for the absence of speech as a separate subject in academic curriculums. Examining the present position of Canadian verbal culture, he attends particularly to the influences of the environment, method of education, and conglomerate historical origins of the Canadian national character. The presence of a counterculture stressing naturalness of language and seeking alternate values and life styles is discussed in relation to current poetry and communication styles. (Author/LG)

ED 071 121 CS 500 096

Gardiner, Peter C.

A Proposal for a New Communication Paradigm.

Pub Date Jul 72

Note—23p.; Paper presented at the Annual Convention of the Western Speech Communication Assn. (43rd, Honolulu, November 18-21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Concept Formation, Conceptual Schemes, Information Dissemination, *Information Theory, *Models, *Research Methodology, Research Needs, *Systems Analysis

This paper discusses the inadequacies of existing communication paradigms and proposes a new paradigm which integrates general semantics and general system theory in an application to communication theory. The paper includes an historical overview of traditional communication models as well as a discussion of the implications of the paradigm for communication theory and research. (LG)

ED 071 122 CS 500 097

Tedford, Thomas L., Ed.

Free Speech Yearbook: 1972.

Speech Communication Association, New York, N.Y.

Pub Date 73

Note—142p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$2.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Censorship, *Civil Liberties, Court Doctrine, *Freedom of Speech, Greek Civilization, *Social Attitudes, Student Opinion, Supreme Court Litigation

This book is a collection of essays on free speech issues and attitudes, compiled by the Commission on Freedom of Speech of the Speech Communication Association. Four articles focus on freedom of speech in classroom situations as follows: a philosophic view of teaching free speech, effects of a course on free speech on student attitudes, historical essentials of teaching free speech, and two opposing views on teacher attitudes on free speech in the communications classroom. Subjects of other essays are: the judicial process in relation to freedom of speech; freedom of speech in ancient Athens; a case in which the American Civil Liberties Union sought limitations on freedom of speech; the opposing philosophies of Thomas Hobbes and John Stuart Mill; the rhetoric of intimidation in Indiana during World War I; and Supreme Court decisions relating to the First Amendment during its 1971-1972 term. The book ends with an extensive bibliography of articles, books, and court decisions relating to freedom of speech and published between July 1971 and June 1972. (RN)

ED 071 123 CS 500 098

Alloway, Thomas, Ed. And Others

Communication and Affect: A Comparative Approach.

Pub Date 72

Note—155p.

Available from—Academic Press, 111 Fifth Avenue, New York, N.Y. 10003 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Animal Behavior, *Behavioral Science Research, *Communication Skills, Emotional Response, *Experimental Psychology, *Interaction Process Analysis, Psycholinguistics, Social Relations

These seven original essays by noted behavioral scientists were prepared for a symposium held at Erindale College (University of Toronto), and concern the causes, functions, and dysfunctions of human affective communication. The empirical findings and theoretical statements in the essays provide a framework for development of a psychological approach to the affective communication problems. Topics of the essays are: sex differences in development of affective relationships in rhesus monkeys, methodological and theoretical problems in research on behavioral development, the development of skill in using language-like symbolic systems in young chimpanzees and deaf children, nonlinguistic affective communication in young rodents and dogs, and the affective response of young adults to aesthetic stimuli and to machines. (Author/PK)

ED 071 124 CS 500 099

O'Connor, J. Regis

Kinesics, Communication and Group Interaction.

Pub Date 5 Apr 72

Note—11p.; Paper presented at the Convention of the Southern Speech Communication Assn. (Bowling Green, Ky., April 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Communication (Thought Transfer), Group Dynamics, *Group Relations, Individual Power, *Interaction Process Analysis, Interpersonal Competence, Nonverbal Communication, Perception, *Verbal Communication

Identifiers—*Kinesics

This paper reports on the effects of four forms of kinesic communication and three forms of verbal communication on leadership perception in a small group setting. Forty-eight college age discussants were observed in groups of four during twelve 30-minute sessions. Permitted only visual input, eleven previously trained observers recorded four areas of kinesic communication—dynamism, alertness, involvement, and participation. Simultaneously, with only auditory input, ten other trained observers rated the discussants on three verbal variables—group goal facilitation, individual prominence, and interpersonal relations. Finally, the discussants rated each other "on the amount of influence each had in the group." The experimenter presents three major conclusions: (1) of all the seven variables analyzed, participation, dynamism, and individual prominence (in that order) relate to leadership perception; (2) among the kinesic variables, par-

ticipation and dynamism appear to influence leadership perception; and (3) among the verbal variables, individual prominence and group goal facilitation appear to influence leadership perception. (LG)

ED 071 125 CS 500 100

New Orleans Revisited and Revised: Recommendations for the Field of Speech Communication.

Speech Communication Association, New York, N.Y.

Pub Date 29 Dec 72

Note—41p.; Paper presented at the Action Caucus at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Communication (Thought Transfer), *Communication Problems, Group Dynamics, *Information Theory, *Interaction Process Analysis, Intercultural Programs, *Research Methodology, Research Tools, *Speech

Identifiers—*Futurism

This collection of four papers is the result of an action caucus held in association with the Speech Communication Association's 1972 convention, focusing on developments in the speech communication field since the 1968 USOE/SAA New Orleans conference (ED 028 164). In the first paper, "New Orleans Revisited but Briefly," James E. Roevers summarizes some of the subsequent developments in the field in view of what he considers the important conference recommendations; he then calls for an emphasis on "futurism." L. S. Harms in "World Communication: Intercultural and Futurist" cites accelerated changes in communications technology as a guide to what the communications specialists should be studying. Dennis S. Gouran in "Research in Speech Communication: A Study of Process or Processes?" views speech communication as a "series of processes rather than as a unitary process," and suggests that research be oriented to that view. In the final paper, "A Receiver Focus in Speech Communication Research: Trends and Recommendations," Charles U. Larson claims that communications behavior can best be studied emphasizing multiple methods of measurement in preliminary studies instead of reliance on attitude scales. (RN)

ED 071 126 CS 500 101

Hall, Robert N., Ed.

Proceedings of the Annual Seminar of the Association of Departments and Administrators in Speech Communication (1st, Chicago, July 6-8, 1972).

Association of Departments and Administrators in Speech Communication, New York, N.Y.

Pub Date Jan 73

Note—60p.; Bulletin of the Assn. of Departments and Administrators in Speech Communication; Issue No. 2, p1-60, Jan. 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Career Opportunities, Collective Bargaining, *College Faculty, Community Colleges, Educational Accountability, Faculty Evaluation, Graduate Study, *Program Evaluation, *Speech Curriculum, *Unions

This publication is the second issue of the quarterly bulletin published by the Association of Departments and Administrators in Speech Communication (ADASC), and contains the proceedings of the organization's first annual seminar in July 1972. Part I deals with current trends in speech communication on the graduate, undergraduate, and community college levels. Part II reprints addresses that deal with departmental organization, curriculum change, and professional accountability. Part III presents statements on the subject of unionization and its effects on higher education and departmental administration. Part IV is a synthesis of the first three sections, with three papers on faculty evaluation, program evaluation, and the role of ADASC in evaluation processes. Finally, four position papers are reprinted, on the subjects of consulting services, personnel evaluation, faculty exchange, and program evaluation. (RN)

ED 071 127 CS 500 102

Sweeney, William O.

The Role of Communications in Population and Family Planning Programs.

Pub Date May 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication

(Thought Transfer), Community Health Services, Contraception, *Family Planning, *Health Education, Health Services, *Information Dissemination, *Population Education, Social Influences

In this paper, the author outlines the historical development of information and education programs for population control and family planning, arguing that communications activities should receive as much emphasis as the health services program. The public information aspect includes use of mass media, advertising and promotion, public relations activities, and the commercial marketing of nonmedical contraceptives. Educational efforts are aimed at audiences in clinics, schools, and the general community. The author refers to the absence of planning in some communications programs and stresses its importance, along with the necessity of continued research and evaluation of information/education programs. He also discusses materials development as part of the communications program and the present lack of training for communicators in the family planning field. (RN)

ED 071 128 CS 500 103

Piersol, Darrell T. And Others

[Careers in Speech Communication.]

Association of Departments and Administrators in Speech Communication, New York, N.Y.

Pub Date Oct 72

Note—24p.; Bulletin of the Assn. of Departments and Administrators in Speech Communication; Issue No. 1 p1-24, Oct. 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Career Opportunities, *Doctoral Programs, *Employment Opportunities, Graduate Study, *Problems, Professional Education, Professional Occupations, *Speech Curriculum, Teacher Placement

This publication is the first of quarterly bulletins to be published by the Association of Departments and Administrators in Speech Communication (ADASC). Featured articles in this issue concern: non-academic careers for communications majors; the current employment situation facing those with both undergraduate and graduate degrees in speech; and the report of a 1971 conference on the possibilities of developing a Doctor of Arts program in speech communication. A list of the charter members of ADSC appears in this issue. There is also a bibliography of current materials, which will be a continuing feature. (RN)

ED 071 129 CS 500 104

Parret, Margaret. And Others

[Essays on Teaching Drama.]

Illinois Speech and Theatre Association.

Pub Date 72

Note—33p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$1.50)

Journal Cit—Illinois Speech and Theatre Journal; v26 p1-33 Fall 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acting, *Creative Dramatics, *Dramatics, Elementary Grades, *Interpretive Reading, Literary Analysis, *Literature Appreciation, *Readers Theater, Secondary Grades

The Fall 1972 issue of this publication focuses on oral interpretation, readers theatre, and creative dramatics. The lead article is on the subject of readers theatre for teaching interpretation to elementary school children. Two articles discuss the roles of creative dramatics and readers theatre in the high school curriculum. Relationships between oral interpretation and literature analysis and appreciation are discussed in two articles. One essay deals with the techniques of acting and interpretation, with emphasis on contrasting the two skills. (RN)

ED 071 130 CS 500 105

Hall, Robert N. Rhodes, Jack L.

Fifty Years of International Debate 1922-1972.

Speech Communication Association, New York, N.Y.

Pub Date 72

Note—51p.

Available from—Speech Communication Association, Statler Hilton Hotel, New York, N.Y. 10001 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cocurricular Activities, *Communication (Thought Transfer), *Cultural

Exchange, *Debate, Discussion Programs, Historical Reviews, *Intercultural Programs, *International Programs, Persuasive Discourse, Public Speaking

Since 1922, interrupted only by World War II, American college debaters have exchanged visits and demonstration tours with their foreign counterparts, primarily from Great Britain but gradually expanded to include other areas of the world. This report, prepared by the Committee on International Discussion and Debate of the Speech Communication Association, begins with a historical review of the highlights of international debating experiences. There is a brief discussion of future plans for the program growth as well as a report of the first international debating exchange between Oxford University and Bates College. There are also participant rosters of American and foreign students and institutions represented. The booklet closes with a report on the first American tour by students from the Soviet Union in April 1972. (RN)

ED 071 131 CS 500 107

Holm, James N.

How to Get Started as a Consultant.

Pub Date Apr 72

Note—11p.; Paper presented at the Central States Speech Communication Assn. (Chicago, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business, *Communication (Thought Transfer), *Consultants, Employment Potential, Human Relations, *Industry, Jobs, Job Satisfaction, *Professional Services

The author discusses both what a consultant does and how one goes about getting a job as a communication consultant in business and industry. The four duties of the consultant include (1) analysis or diagnosis of the clients' problems; (2) prescription of a training design or corrective measures for these problems; (3) implementation or teaching of these strategies; and (4) evaluation of these activities in relation to their success. The author concludes by drawing upon his own experiences to illustrate the avenues leading to jobs as a communication consultant. (Author/LG)

ED 071 132 CS 500 108

Knapp, Mark L. And Others

The Rhetoric of Goodbye: Verbal and Nonverbal Correlates of Human Leave-Taking.

Pub Date Dec 72

Note—37p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Patterns, *Communication (Thought Transfer), *Interpersonal Relationship, Interviews, *Nonverbal Communication, Research Methodology, Social Relations, *Verbal Communication

Identifiers—*Rhetoric of Leave-Taking

Human communication research has identified and tested numerous aspects of interpersonal transactions, but at present there exists no empirically verifiable data as to how people end these transactions. This study is concerned with the rhetoric of goodbye—determining and assessing the peculiar behaviors, both verbal and non-verbal, with which interpersonal transactions are terminated. Through controlled observation and laboratory testing, the authors sought answers to the questions: (1) What specific verbal and non-verbal behaviors are associated with the termination of communicative exchanges? and (2) Do these termination behaviors vary according to the situational and relational constraints that bind two communicators? The results are interpreted suggesting the existence of certain normative characteristics to termination behaviors and also identify what seem to be the unique communicative functions of leave-taking. (Author/LG)

ED 071 133 CS 500 109

Hurt, H. Thomas Anapol, Malhorn M.

Studying Trial Variables through Videotaped Trials.

Pub Date Dec 72

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer, Court Cases, *Courts, *Decision Making Skills, *Group Dynamics, Group Ex-

perience, Hypothesis Testing, *Interaction Process Analysis, Lawyers, Persuasive Discourse

Identifiers—*Source Credibility

The authors offer proposals for studies of human behavior in the courtroom, with respect to communications interaction among jurors and source credibility of attorneys. They refer to innovations in videotaping procedures, which make it possible to examine communications principles and dynamics in the courtroom situation. The first proposed study will be on the influence of the attorney on the decision-making process of the jury. The authors present an outline of a study that seeks to determine: (1) the dimensions of source credibility of attorneys and how they are affected by their adversary relationships; and (2) the influence of the attorney credibility on the behavior of jurors. The second proposed study deals with analysis of the jury in terms of small group theory and research. They would test their hypothesis that a six-man jury would be superior to the traditional jury of twelve, in terms of maximum efficiency. They also hypothesize that juries' decision-making performances would be improved by instruction in small group behavior and the discussion process. (RN)

ED 071 134 CS 500 110

Skopec, Eric W.

Contemporary Inventive Theory: An Aristotelian Model.

Pub Date Dec 72

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aristotelian Criticism, Critical Thinking, Evaluative Thinking, Logic, *Logical Thinking, *Persuasive Discourse, Problem Solving, Productive Thinking, *Rhetoric

Contemporary rhetoricians are concerned with the re-examination of classical doctrines in the hope of finding solutions to current problems. In this study, the author presents a methodological perspective consistent with current interests, by re-examining the assumptions that underlie each classical precept. He outlines an inventive system based upon an Aristotelian model, and offers an analysis and application of Aristotle's doctrine of topical invention, by considering: (1) Aristotle's conditions for the application of rhetorical invention; (2) their application to contemporary public speaking; (3) the constituents of Aristotle's inventive system; and (4) the outlines of an Aristotelian inventive system based upon contemporary conditions. He concludes that in some areas of contemporary concern—where no single established theories exist—the use of purely rhetorical argument may be our only course for inquiry and argument. (Author/RN)

ED 071 135 CS 500 111

Muchnik, Mervyn M.

Political Broadcasting on Public Radio and Television Stations: First Amendment Implications.

Pub Date Dec 72

Note—15p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Broadcast Television, *Freedom of Speech, Government Role, *Mass Media, *Political Influences, Politics, Programming (Broadcast), Public Policy, *Public Television, Radio

The author discusses the legal and extra-legal restrictions placed on public broadcasting stations, with respect to dissemination of political information. Although public broadcasting systems presumably exist as an alternative medium free of the commercial and time pressures that commercial stations face, the author claims that restrictions on the public media hinder their activities, particularly with respect to the furnishing of political information. He cites studies that reveal extra-legal constrictions on public broadcasters, such as: (1) the lack of a permanent financing plan, (2) the lack of hope that sufficient funds will be provided, (3) the background of those involved in public broadcasting, (4) varied views on the mission of public broadcasting, and (5) the small size of the public broadcasting audience. He examines two matters of concern to public broadcasters: first, the attempt by the state of Maine to ban programs of a political nature from a university station, and second, current

problems in obtaining sufficient funds from federal sources. (Author/RN)

ED 071 136 CS 500 112

Dellinger, Susan Elaine

Classroom as Process: A Dramaturgic Observational Model.

Pub Date Dec 72

Note—17p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Communication, *Classroom Observation Techniques, Conceptual Schemes, Educational Philosophy, *Educational Strategies, Interaction, Interaction Process Analysis, Learning Processes, *Models, *Orientation

Identifiers—*Burkeian Dramatic Pentad

Emphasizing the need for process rather than product-oriented education, this paper introduces a new conceptual model for observing the classroom as a total process. The new model is a blending of dramaturgic concepts and theory with the classroom teaching/learning process. The author draws an analogy based upon Kenneth Burke's Dramatic Pentad—blending Burke's concepts of act, agent, agency, scene, and purpose to facilitate understanding of the classroom elements of time, space, methodology, teacher, student, and motivation. The teacher and/or observer is provided with a conceptual framework which encompasses most of the basic elements functioning and interacting within a class period, teaching day, and/or full semester. (Author/LG)

ED 071 137 CS 500 113

Knutson, Thomas J.

Orientation and Credibility: Implications for a Causal Relationship.

Pub Date Nov 72

Note—10p.; Paper presented at the Annual Meeting of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, *Decision Making Skills, Discussion Experience, *Goal Orientation, *Group Discussion, *Group Dynamics, *Individual Power, Informal Leadership, Role Playing, Statistical Analysis

Identifiers—*Source Credibility

Orientation, in terms of the group discussion process, is the attempt to assist in achieving the group goals by using facts, making helpful suggestions, or resolving conflicts. Orientation behavior has been shown to relate in a causal manner to group consensus. This study reports significantly high positive correlations between orientation behavior and source credibility in discussions. Analyses of variance suggest a causal relationship between orientation behavior and source credibility. The author suggests additional study to further identify the factors of source credibility in the small group communications environment. (Author/RN)

ED 071 138 CS 500 114

Powell, Jon T.

Broadcast Advertising of Medical Products and Services: Its Regulation by Other Nations.

Federal Communications Bar Association, Washington, D.C.

Pub Date 72

Note—35p.

Journal Cit—Federal Communications Bar Journal; v25 n2 p144-76 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Commercial Television, Foreign Countries, Government (Administrative Body), *Government Role, *Information Dissemination, *Mass Media, *Medical Services, Radio, Television Commercials

Identifiers—*Medical Advertising Regulation

Restraints imposed on medical advertising through the broadcast media reflect a worldwide concern for public protection in a sensitive area, where problems of ignorance and misrepresentation are enlarged by false hope. The author examines the broadcast codes of seventeen free-world nations, with respect to their provisions on medical advertising. Areas covered are the nature of the agencies concerned with medical advertising; the concept of truth; testimonial restrictions; unacceptable terminology; appeals to fear; matters of taste; and prohibited advertising. He concludes that the codes have been designed to

avoid promotion of medical products and services that are detrimental to public, or that could keep the public from seeking medical assistance, by conveying false impressions of cure or adequate treatment. (Author/RN)

ED 071 139 CS 500 115

The Czech Crisis and International Broadcasting in Perspective.

Federal Communications Bar Association, Washington, D.C.

Pub Date 69

Note—23p.

Journal Cit.—Federal Communications Bar Journal; v23 n1 p3-23 1969

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Policy, *Foreign Relations, Imperialism, *Information Dissemination, Mass Media, Nationalism, *Programming (Broadcast), *Radio, *World Affairs, World Problems

Identifiers—*Czechoslovakia

The article begins with a summary of the events concerned with the invasion of Czechoslovakia by troops of the Soviet Union in August 1968 and places these events in the general context of East-West relations at that time. The author then uses the response to this crisis in foreign relations as an illustration of the function of international broadcasting in providing free flow of information across national borders. He describes the functions of the British Broadcasting Corporation, the Voice of America, and Radio Free Europe; then, he analyzes the responses of these three systems to the Czech situation as well as the resultant Soviet attempt to prevent the free flow of information. One justification for international broadcasting is to stimulate individual decision-making by broadening access to information and expression of controversy. The author contends that the governmental reforms in Czechoslovakia, which included freer flow of information, caused the Soviets to fear a lessening of their influence and thus prompted the 1968 invasion. (RN)

ED 071 140 CS 500 116

McCroskey, James C. McCain, Thomas A. The Measurement of Interpersonal Attraction.

Pub Date Nov 72

Note—11p.; Paper presented at the Annual Convention of the Western Speech Communication Assn. (Honolulu, November 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Evaluation Criteria, *Evaluation Techniques, Factor Analysis, *Interpersonal Competence, Multidimensional Scaling, *Perception, *Rating Scales, Relationship, Research Methodology

Identifiers—*Interpersonal Attraction

This paper reports a factor analytic investigation of the interpersonal attraction construct. Two hundred-fifteen subjects completed 30 Likert-type, 7-step scales concerning an acquaintance. Factor analysis indicated three dimensions of the interpersonal attraction construct which were labeled "task," "social," and "physical." Obtained internal reliability estimates for the highly loaded items on these factors were .86, .75, and .80 respectively. The results of the study suggest that the resulting 18-item instrument can be expected to measure reliably three dimensions of interpersonal attraction. (Author)

EA

ED 071 141 24 EA 004 160

Templeton, Ian

Communicating with the Public. Analysis and Bibliography Series, Number Sixteen.

National School Public Relations Association, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 72

Contract—OEC-0-8-080353-3514

Note—16p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 411-12836, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Communication (Thought Transfer), *Community Support, Community Surveys, *Literature Reviews, Public Opinion, *Public Relations, *School Community Relationship

Conflict is becoming an everyday, rather than an occasional, event in the life of a school district. Competing for a school district's public relations department time and resources are the public demands for accountability and curriculum revision and their obdurate stands against tax increases and desegregation. Under these conditions, it would seem proper for a school district to reevaluate its public relations program. This publication, intended primarily for educational administrators, presents an analysis of recent literature dealing with public relations between the school and the community. The author investigates many areas of public relations programs, such as recognizing the public's need for information, staffing and designing the program, assessing community attitudes, and selecting methods of informing the public. Also considered are some ways in which a public information program can be tailored to specific groups within the community. A 64-item bibliography is included. (Author)

ED 071 142 88 EA 004 489

Weischadle, David E.

An Educational Planning System: System for Trenton's Educational Planning (STEP).

Trenton Public Schools, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jun 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Cost Effectiveness, Decision Making, Educational Objectives, *Educational Planning, Educational Quality, *Educational Research, Enrollment Projections, *Evaluation, Organization, *Program Budgeting, Program Evaluation, *Program Planning, Systems Analysis

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Planning Programing Budgeting Systems, PPBS, STEP, *System for Trentons Educational Planning

This publication presents in summary form the development of the two end products of the Trenton Title III project: (1) an educational planning system called STEP (System for Trenton's Educational Planning) and (2) a new planning office, the Division of Research, Planning, and Evaluation. Included is the outline of the planning cycle, a discussion of the Indicators of Quality, and a description of various activities of the planning office. This publication should be a useful guide for reviewing the merits of a comprehensive systems approach to planning and the organizational structure needed to operate the system and its related functions. Related documents are ED 056 371-373 and EA 004 550. (Author)

ED 071 143 88 EA 004 550

STEP: System for Trenton's Educational Planning. User's Manual.

Government Studies & Systems, Philadelphia, Pa.; Trenton Public Schools, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton.; Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Pub Date Jul 72

Note—888p.

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Cost Effectiveness, *Educational Objectives, *Educational Planning, Educational Research, Enrollment Projections, Evaluation, Financial Support, *Manuals, *Program Budgeting, Program Evaluation, *Program Planning, Resource Allocations

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Planning Programing Budgeting Systems, PPBS, STEP, *System for Trentons Educational Planning

This manual represents a part of the work performed in the past two years in connection with Trenton's Project -- Building a Comprehensive Planning Capability with EPPBS -- funded through ESEA Title III. The "capability" refers to a set of concepts and procedures that will allow the Trenton Public Schools to raise the level of

debate in planning and resource allocation, relate expenditure to educational goals and priorities, and generally enlarge the base of productive communication and cooperation between the schools and interested members of the community. As a blueprint for implementing the System for Trenton's Educational Planning (STEP), this manual is intended for the users of STEP, those persons who must perform the countless tasks (including some sophisticated mathematical and computer procedures) that are part of the annual cycle. Related summary level documents are: ED 056 371-373 and EA 004 489. (Computer printouts in each section may reproduce poorly.) (Author/JH)

ED 071 144 24 EA 004 562

Baas, Alan M.

Science Facilities: Educational Facilities Review Series Number 11.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Building Design, *Educational Facilities, Educational Specifications, *Facility Guidelines, Flexible Facilities, Furniture Design, Interdisciplinary Approach, Interior Design, *Literature Reviews, Physical Design Needs, *Planning (Facilities), Public Schools, *Science Facilities, Science Laboratories, Science Teaching Centers, Student Teacher Relationship

Identifiers—Specialized Facilities

The design of today's science facilities for elementary and secondary schools reflects trends toward education's growing emphasis on dynamic student-teacher interaction and toward a growing national sensitivity to social and environmental needs. The modern science facility exhibits a primary concern for individual student involvement in the methodologies and results of the scientific process. Conventional classroom and laboratory "eggcrate" arrangements are giving way to open areas facilitating both group and audiotutorial learning. The literature, previously cited in RIE and CIJE, indicates that, while the use of flexible design concepts in science facilities lags behind similar uses in the rest of the school, significant progress is being made. (Author)

ED 071 145 24 EA 004 564

Templeton, Ian

Paraprofessionals. Educational Management Review Series Number 11.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Nov 72

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Problems, *Literature Reviews, *Nonprofessional Personnel, *Paraprofessional School Personnel, Personnel Evaluation, Personnel Selection, Recruitment, *School Aides, *Teacher Aides, Training

Intended primarily for educational administrators, this review presents an analysis of the literature, previously announced in RIE, concerning the use of paraprofessionals in the schools. The reviewer discusses (1) who paraprofessionals are and what they do; (2) administrative problems associated with paraprofessional employment; (3) paraprofessional effectiveness; and (4) the recruitment, training, and career potentials of paraprofessionals. A 20-item bibliography of related literature is included. (Author)

ED 071 146 24 EA 004 565

Templeton, Ian

School District Reorganization. Educational Management Review Series Number 12.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Dec 72
Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment Problems, *Costs, *Educational Quality, *Literature Reviews, Rezoning, School District Autonomy, *School Districts, School District Spending, *School Redistricting

Identifiers—*School District Size

This review surveys recent documents previously announced in RIE that are concerned with school district reorganization. The review begins with a survey of literature on three interrelated variables that affect district consolidation and redistricting—district size, educational quality, and educational costs. Succeeding sections present a compilation of reorganization studies and reports, an examination of some implementation problems and procedures, and a consideration of literature on forces opposing reorganization. A 27-item bibliography of related literature is included. (Author)

ED 071 147 24 EA 004 593
Piele, Philip K.

Financing School Construction. Educational Facilities Review Series, Number 12.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date Jan 73

Contract—OEC-0-8-080353-3514

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bond Issues, *Capital Outlay (for Fixed Assets), *Construction Costs, *Educational Facilities, *Educational Finance, Federal Aid, Financial Problems, Literature Reviews, Property Taxes, School Buildings, School Construction, School Taxes

Identifiers—Lease Purchase, Leasing, Shared Facilities

The combination of defeated bond issues and rising building costs is contributing to a decline in both the construction of new school buildings and the remodeling of existing buildings. For the first time in many years, debt service and capital outlay expenditures actually declined on a per pupil basis. No change in either voter preferences or inflationary trends appear imminent. If needed school facilities are to be built, it is clear that alternative means of financing school construction must be found. Solutions to the problem of financing school construction have been suggested by several experts in the field. The most thorough analyses of the problem have been made by the National Educational Finance Project and the Educational Facilities Laboratories. These and other analyses are reviewed along with bibliographies on the subject. Nine of the documents contained in this review are available through the ERIC Document Reproduction Service. (Author)

ED 071 148 EA 004 639
Nongrading: An Annotated Bibliography. Current Bibliography Series No. 1 (Revised).

Ontario Inst. for Studies in Education, Toronto.

Library.

Pub Date Nov 70

Note—37p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Continuous Progress Plan, Evaluation, *Nongraded Primary System, *Nongraded System, Public Schools, Research, *Ungraded Schools

This bibliography is a representative selection of recent material covering an approximate 6-year period from 1964 to mid-1970. Included are books, journal articles, research reports, dissertations, and audiovisual items from Canadian and American sources. Annotations provide a very brief indication of content without attempting critical evaluation. The bibliography has been divided into general material on nongrading, followed by specific applications to elementary, intermediate, and secondary schools. A separate section includes related research, followed by references to literature on the problem of evaluating student progress in a nongraded system. (Author)

ED 071 149

Differentiated Staffing: An Annotated Bibliography. Current Bibliography Series No. 3.

Ontario Inst. for Studies in Education, Toronto.

Library.

Pub Date Apr 71

Note—24p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto 5, Ontario, Canada (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Differentiated Staffs, Inservice Teacher Education, *Instructional Staff, *Paraprofessional School Personnel, *School Organization, School Personnel, Staff Utilization

This bibliography attempts to deal mainly with the role of the professional in a differentiated staffing arrangement. Included are books, research reports, theses, pamphlets, and journal articles. Many references cited from RIE are identified by their "ED" order numbers. A list of five other bibliographies on the subject is appended. No attempt is made to evaluate the merits or drawbacks of differentiated staffing. The bibliography merely provides references from which the interested administrator or teacher may have the opportunity to draw his own conclusions. (Author/DN)

ED 071 150

Watson, Douglas

Alternative Schools: Pioneering Districts Create Options for Students. Education U. S. A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—65p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209. (Stock #411-12834, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Alternative Schools, *Case Studies, Dropout Prevention, Dropout Programs, Educational Change, Educational Innovation, Ethnic Groups, *Open Education, *Open Plan Schools, Program Costs, Program Descriptions, Program Development, Program Evaluation, *Public Schools, School Organization, Slow Learners, Superior Students

This report examines some of the many varieties of alternatives now available, their problems and pitfalls, and their hopes for the future. After defining alternative schools, the report discusses the rationale for having alternatives and then summarizes the range of alternatives available at both the elementary and secondary levels. Separate chapters are devoted to open plan schools; minischools; Elementary alternatives; dropout schools; schools for slow learners, superior students, and for those students with other special problems; schools for racial or ethnic groups; and open schools for all students. Throughout the report descriptions of existing alternative programs in various parts of the country are presented. Chapters at the end of the report present advice on starting an alternative school, evaluating the school and its students, and on the financing and costs of an alternative school program. A 42-item annotated bibliography is included. (DN)

ED 071 151

James, W. L. G.

Program Budgeting -- Hope or Hoax.

Pub Date Oct 72

Note—14p.; Paper presented at Association of School Business Officials Annual Convention (58th, Chicago, Illinois, October 21-26, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Accountability, *Educational Change, Educational Objectives, *Management Systems, *Program Budgeting, *Program Descriptions, Speeches, *Systems Approach

Identifiers—PPBES, *Programing Planning Budgeting Evaluation System

In this discussion of the systems approach to educational change, the author discusses the programing, planning, budgeting, and evaluation aspects of a system for the management of educational resources. Four common misconceptions about PPBES are considered: (1) that PPBES can

make decisions, (2) that costs can be completely quantified, (3) that people will readily adapt to the systems approach, and (4) that objectives are easily quantified. The author argues that PPBES provides a framework for decisionmaking, is adaptive to change, provides flexibility within the system, and may give schools more say in the structuring and the allocation of budgets. (Author/DN)

ED 071 152

Schultz, Theodore W.

Education and Productivity.

National Commission on Productivity, Washington, D.C.

Pub Date Jun 71

Note—14p.; Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 4000-0277, \$.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Education, *Educational Economics, Educational Finance, Human Capital, *Investment, *Productivity, Publications, *Resource Allocations

Identifiers—*Economic Growth, Efficiency, Equity, Private Benefits, Social Benefits

In this paper, the author looks at the contribution of education to economic growth and examines the desirability of public vs private financing of education from the standpoint of economic efficiency and equity. The author sees expenditures on education as an investment in human capital, the contribution to output of such an investment depending on the amount of the investment and the realized rate of return. He compares the rates of return for differing levels of education to the rates of return on nonhuman capital in the private domestic economy. In addition, the author discusses the financing of education in light of the social and private benefits that accrue from education. The paper concludes with a few specific comments about the benefits and financing of higher education. (DN)

ED 071 153

Sonnenfeld, David

Family Choice in Schooling. A Case Study: Intradistrict Student Transfers, Eugene, Oregon.

Spons Agency—Oregon Univ., Eugene. Office of Scientific and Scholarly Research.

Pub Date Oct 72

Note—46p.; Working Paper 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, Family School Relationship, *Free Choice Transfer Programs, School Demography, *School Environment, *Socioeconomic Influences, Transfers, *Transfer Students

Identifiers—*Eugene, Oregon

This report presents the findings of a student transfer study that attempted to determine the socioeconomic characteristics of parents requesting transfers, the reasons for these requests, the frequency of transfers to different schools, parents' sources of information about transfer possibilities, parents' satisfaction with their children's school situations, and the change in the homogeneity of students as a result of transfers. Findings indicate that (1) the transfer policy has been utilized primarily by high socioeconomic status parents; (2) parents most often requested student transfers at the time of relocation to allow their children to remain in the schools they had previously attended, to place their children in particular schools' programs, or to have their children attending schools whose locations were preferable; (3) school officials, guidance counselors, friends, and central office personnel were most frequently the sources of information about the transfers; (4) parents were largely satisfied with their children's present school situations; and (5) data was insufficient to determine whether students in the district had become more or less homogeneously grouped as a result of the transfers. (Author/DN)

ED 071 154

Robbins, Jerry H. Evans, Alan W., Jr.

The Prediction of Quality Education in Mississippi Public Schools.

Pub Date [72]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Quality, Expenditure Per Student, *Multiple Regression Analysis, *Predictor Variables, *School Districts, *Socioeconomic Influences, Statistical Studies,

Teacher Qualifications, Teaching Experience, Technical Reports
Identifiers—*Mississippi

To predict the educational quality of programs in 150 school districts, this study used 34 predictor variables in a multiple regression analysis. Dependent variables used to represent educational quality in a district were (1) the percent of rejections by the local Selective Service Boards for mental reasons, (2) the percent of elementary and secondary dropouts, (3) the mean scores on various portions of the American College Test, (4) the percent of graduates that enrolled in college, and (5) a holding power index. Included in the predictor variables used were (1) seven measures of the nature and socioeconomic status of the community, (2) six measures of the instructional program, (3) ten measures of the nature of the school staff, (4) four measures of the structure of the school district, and (5) seven measures of noninstructional expenditures. The authors summarize the results of each regression and present a general summary of their findings. The implications of the study and some recommendations for those school districts desiring to improve educational quality conclude the presentation. (DN)

ED 071 155 EA 004 656

Braham, Mark
Is Educative Schooling Possible?

Pub Date May 72

Note—38p.; Revision of paper presented to Canadian Association of Professors of Education annual meeting. (Montreal, Ontario (Canada) May 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, Administrator Selection, *Educational Objectives, *Educational Philosophy, *Educational Quality, *Educational Theories, Education Majors, Intelligence, Organization, *Schools of Education, Speeches, Teacher Education, Teacher Selection

This paper suggests a theoretical grounding for considerations about education from which a conceptual model for an educational setting can be derived. The author discusses the distinction between schooling and education, the biological necessity of education, and the organization of education. He considers four criteria of education that translate into adaptation, participation, creative contribution, and constructive transformation of the environment. These four criteria are seen to occupy different focus centers in schooling, depending on the age of the individual. The author argues that, although schools can be expected to do a reasonably good job with regard to helping the individual adapt to and participate in the environment, present institutional conservatism is educationally restrictive and prohibits the constructive transformation of the environment. The paper concludes by suggesting that schools could more effectively meet the total demands of education by improving the competency of educators through changes in the methods of their selection and training. (DN)

ED 071 156 EA 004 657

Brumbaugh, Robert B.

Consideration of a Model: Toward Possible Resolution of Some Professional Concerns.

Kutztown State Coll., Pa. Educational Development Center.

Report No—KUTZ-EDC-R1

Pub Date Feb 71

Note—20p.

Available from—Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Comparative Analysis, *Educational Administration, *Management Education, *Management Information Systems, *Models, Organization, Simulation, Technical Reports

Identifiers—*Scholar Practitioner Relationship

This paper describes and illustrates the use of a recently developed management simulation-information model, suggesting it as one possible step toward partial solution of two longstanding concerns in educational administration. These problems are (1) the myopic and parochial "problems" view of education and (2) the schism between professor and practitioner. A consideration is made of some ways in which the model

might be adapted to existing materials and to practices already in use in educational administration programs. (Author)

ED 071 157 EA 004 658

Brumbaugh, Robert B.

Authenticity and Theories of Administrative Behavior.

Kutztown State Coll., Pa. Educational Development Center.

Report No—KUTZ-EDC-R2

Pub Date Mar 71

Note—16p.

Available from—Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Characteristics, *Behavioral Science Research, *Educational Research, *Leadership, Leadership Styles, *Organizational Climate, Statistical Studies

The research reported is an attempt at construct validation of a proposed measure of administrator authenticity -- Seeman's scale of ambivalence toward leadership ideology. Seeman had implied that leaders who are more ambivalent would be less susceptible to reality distortion. Using Rokeach's dogmatism scale as an indicator of susceptibility to reality distortion, the research reported here failed to support this assumption. This may reflect some doubt on the construct validity of the only existing authenticity index in the current research literature. (Author)

ED 071 158 EA 004 659

Flango, Victor E. Brumbaugh, Robert B.

Preference for Bargaining Representative: Some Empirical Findings.

Kutztown State Coll., Pa. Educational Development Center.

Report No—KUTZ-EDC-R4

Pub Date May 72

Note—15p.

Available from—Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, *Collective Bargaining, *College Faculty, *Faculty Organizations, *Higher Education, Professional Associations, *Professors, Surveys, Teacher Attitudes, Teacher Response

Identifiers—Pennsylvania

Recent commitment of various higher education faculty organizations to the strategy of collective bargaining raises questions concerning the process of competitive election for institutional bargaining representative. Some tentative guidelines are provided by reference to selected empirical findings from a survey focusing on the October 16, 1971 election of a bargaining agent for the faculties of the 14 institutions comprising Pennsylvania's State-owned college and university system. (Author)

ED 071 159 EA 004 660

Brumbaugh, Robert B. Christ, Henry J.

Organizational Climate and Attitudes Toward Educational Change: A Case Study.

Kutztown State Coll., Pa. Educational Development Center.

Report No—KUTZ-EDC-R6

Pub Date Jun 72

Note—23p.

Available from—Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, *Educational Change, *High Schools, *Organizational Climate, Predictor Variables, Surveys, *Teacher Attitudes

Consultants in change agent roles frequently overlook the importance of adequate descriptive data on the target systems they seek to influence. The state of an organization's health may operate to nullify the best of planned intervention efforts. Survey data from a large, nonpublic, metropolitan high school provided consultants from the Center with a favorable prognosis for planned change efforts in the school. Staff and administration attitudes toward six areas of possible educational change are predicted from scores on the eight subtests of Halpin's Organizational Climate Description Questionnaire. (Author)

ED 071 160 EA 004 661

Scanlon, Robert G.

Organizational and Technical Aspects of Educational Change.

Kutztown State Coll., Pa. Educational Development Center.

Report No—KUTZ-EDC-R8

Pub Date Aug 72

Note—13p.; Speech given before EDC Annual Curriculum Conference. (12th, Kutztown, Pennsylvania, April 14, 1972)

Available from—Center for Educational Change Through Organizational and Technological Development, Kutztown State College, Kutztown, Pennsylvania 19350

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Curriculum Development, *Educational Objectives, *Evaluation, *Individualized Instruction, *Instructional Improvement, Instructional Innovation, Instructional Materials, Speeches

The substance of this speech rests on the argument that, if educational change is to be accomplished, the place to begin is not with organizational change but rather with instructional change -- particularly in the area of individualized instruction. The author argues that, to make individualized instruction work, curriculum must be reorganized and materials repackaged to provide teachers with the management tools necessary for success. Specific aspects of instructional change recommended and discussed are (1) detailed specification of educational objectives, (2) organization of methods and materials to attain those objectives (including a variety of paths for attaining a mastery of any given subject), (3) establishment of a procedure for diagnosis of student achievement in terms of educational objectives, (4) scheduling of individual daily evaluation and guidance of each pupil, (5) frequent monitoring of student performance to inform both the pupil and the teacher of progress toward an objective, and (6) continuous evaluation to strengthen both the curriculum and the instructional procedures. (Author/DN)

ED 071 161 EA 004 662

Hull, Ray Hansen, John

Classroom Supervision and Informal Analysis of Behavior. A Manual for Supervision.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-16-No-2

Pub Date Oct 72

Note—53p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classroom Observation Techniques, Educational Accountability, Effective Teaching, Feedback, Teacher Administrator Relationship, Teacher Behavior, *Teacher Evaluation, *Teacher Improvement, *Teacher Supervision, Teaching Methods, *Teaching Skills

This manual for supervision addresses itself to those with responsibility for helping teachers develop into skilled professionals through use of a rational plan of feedback and assistance. It describes the supervision cycle and outline simple and practical techniques to collect effective data that will assist the classroom teacher. The manual has been designed to yield maximum data with a requirement of minimum expertise. It rests on the identification of objectives by the teacher and by the observer. (Author)

ED 071 162 EA 004 663

New York State Pupil Evaluation Program. School Administrator's Manual. Revised.

New York State Education Dept., Albany. Bureau of Pupil Testing and Advisory Services.

Pub Date Jun 72

Note—61p.

Available from—New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224. (Microfilm copies available free to educators)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, Administrator Guides, Arithmetic, *Educationally Disadvantaged, Educational Needs, Educational Planning, Grade 3, Grade 6, Grade 9, Reading Tests, *Student Evaluation, *Student Testing, *Testing Programs, Test Interpretation

Identifiers—*New York State

The Pupil Evaluation Program is a fall testing program required of all pupils in grades 3, 6, and 9 in the public and nonpublic schools of New York State. The program was originally established to provide information vital to the efficient management of ESEA Title I funds. It now provides an annual statewide school-by-school inventory of pupil achievement in reading and mathematics. The test results identify -- objectively and reliably -- educational needs and indicate progress in meeting these needs irrespective of whether the funds originate from a local, State, or national source. This manual describes the tests and the general procedures for their administration, and it discusses the interpretation of scores using the test results. A related document is ED 059 533. (Author)

ED 071 163

EA 004 707

Lucky, Evelyn

Evaluation of the Scottwood Plan.

Columbus Public Schools, Ohio. Dept. of Evaluation, Research, and Planning.

Pub Date Dec 71

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Teaching, *Creative Activities, Cross Age Teaching, *Elementary School Curriculum, Flexible Scheduling, Grade 5, Grade 6, *Instructional Innovation, Organizational Change, *Program Descriptions, Program Evaluation, Teaching Methods, Teamwork, Time Blocks

Identifiers—*Columbus, Ohio, Scottwood Plan, Team Planning

The Scottwood Plan is an instructional and organizational innovation involving block scheduling with extended class periods, increased emphasis on creative arts, teacher specialization, and team planning across subject areas. Participating in the Plan, which was put into operation during the 1970-71 school year at Scottwood Elementary School, were 181 5th and 6th grade pupils, along with their teachers and the school staff. The report includes an assessment of student achievement during the year and an evaluation of the program by participating students and their parents at the conclusion of the pilot program. The report first presents an overview of the Scottwood Plan and describes its objectives and instructional and organizational features. It next describes the procedures used to assess student achievement and those used by parents and students to evaluate the program. A final section presents a discussion and a summary of the results. (Figure 2 on page 4 may reproduce poorly.) (Author/DN)

ED 071 164

EA 004 708

Hanson, Mark

The Modern Educational Bureaucracy and the Process of Change.

Pub Date [72]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Administrator Role, Bureaucracy, *Collective Negotiation, Decision Making, *Educational Accountability, *Educational Change, *Power Structure, School Organization, Teacher Administrator Relationship, Teacher Role

The author develops the notion of the modern educational bureaucracy, suggesting that the decisionmaking process of the school is controlled by two authority structures -- the administrators and the subordinates. The intent of this paper is to explore the interaction of these two sources of authority and to analyze the implications for the process of educational change. In addition, the paper examines two potent educational forces that are threatening to disrupt the delicate balance-of-power relationships that now govern the schools. The author argues that the "accountability in the classroom" movement threatens to thrust the administrator into the center of the sphere of influence traditionally maintained by teachers, and that the "collective negotiations" movement is propelling the teachers squarely into the sphere of influence traditionally maintained by administrators. The result will be a new form of educational bureaucracy that will have specific implications for the process of change. The author concludes his paper by hypothesizing on the character of the new educational bureaucracy as it relates to educational change. (Author)

ED 071 165

EA 004 709

Ellis, James R.

The Man in the Middle: The Role of the Principal.

Pub Date Sep 72

Note—8p.; Speech given before Canadian Education Association Annual Convention. (Winnipeg, Manitoba, September 20-22, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Responsibility, *Administrator Role, *Educational Responsibility, Leadership Responsibility, *Principals, *Speeches

Identifiers—*Canada

This short speech examines the principal in his various roles as an educational leader, personnel manager, and business manager. It reports evidence indicating that the principal's primary role, that of educational leadership, is being eroded as a consequence of the expansion of his other roles. The author suggests a readjustment of priorities to set the role of the principal in the proper direction. To this end, the author says, some duties traditionally held by the principal must be delegated, the concept of the principal's role as defined must be accepted, and he must be offered clearly defined responsibility and authority, and a measure of budget and staff flexibility; and he must recognize his school and community as having specific needs and characteristics. The author sees as crucial priorities for role adjustment and redirection of energy the areas of decisionmaking, community relations, administrative structure, curriculum and administration, good order, discipline, and learning. (Author/DN)

ED 071 166

24

EA 004 737

A Training Program for Supervisors for Evolving of Skills in Curriculum Development and Evaluation. Final Report.

Delaware State Dept. of Public Instruction, Dover.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-0019

Pub Date 30 Sep 71

Grant—OEG-0-70-4488

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Curriculum Development, Curriculum Evaluation, *Institutes (Training Programs), *Performance Criteria, Program Evaluation, Skill Analysis, *Skill Development, Skills, Statewide Planning, Workshops

Identifiers—*Delaware

A training program was held in November 1970 for selected Delaware supervisors, administrators, department chairmen, and State Department of Public Instruction personnel to instruct them in the skills needed to write performance objectives. Participants were expected to develop and field test sequences of their choice and to serve as resource people for curriculum committees. Periodic visits were made by the Department of Public Instruction to assess programs and provide assistance. If participants completed the assignment of developing a trial sequence and gathering data, they were invited to a followup session in May. In several districts, curricular revisions were initiated and workshops conducted for district and/or building faculties. (Pages 39-44 may reproduce poorly.) (Author)

ED 071 167

24

EA 004 740

Schmuck, Richard A. And Others

Handbook of Organization Development in Schools.

Oregon Univ., Eugene. Center for Advanced Study of Educational Administration.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.

Bureau No.—BR-5-0217

Pub Date 72

Contract—OEC-4-10-163

Note—436p.

Available from—The National Press, 850 Hansen Way, Palo Alto, California 94304 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Communication Skills, Conflict Resolution, *Decision Making, Educational Objectives, Educational Planning, *Evaluation, *Management Education, *Organization, *Or-

ganizational Development, Planning Meetings, Problem Solving, School Administration, *Theories, Training Techniques
Identifiers—*Organizational Theory, Organizational Training

This text has been written primarily as a handbook for organizational specialists in school districts, for those learning to become organizational specialists, and for teachers of organizational specialists. For the most part, each chapter and each major section has been organized to be understood and used independently from the rest of the book. The first two chapters describe the theory of organizations and the specific activities used for planning interventions in school organizations. Chapters three through eight present a rationale and the methods for improving the school organization functions of clarifying communication, establishing goals, uncovering and working with conflict, improving group meetings, solving problems, and making decisions. Each of these chapters contains ideas for planning as well as action guides for actual practice in the field. Two final chapters discuss two of the most important skills of the organizational specialist: the design and the evaluation of a training program. One chapter presents ideas on how to go about putting together sequences of training activities into coherent designs; it also serves as a summary of the core chapters. The last chapter provides information for evaluating interventions and the particular aspects of any training design. (Author/DN)

ED 071 168

EA 004 741

Status-Activities and Direction of the Quinmester Program in the Dade County Public Schools.

Dade County Public Schools, Miami, Fla.

Pub Date Nov 72

Note—176p.; Prepared by Division of Instruction

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cost Effectiveness, Elementary Schools, Facility Requirements, *Flexible Progression, *Flexible Scheduling, *Program Planning, School Calendars, School Planning, *School Schedules, Secondary Schools, Space Utilization, *Year Round Schools

Identifiers—Dade County, Florida, *Quinmester Program

This report is designed to provide the preliminary information that must be considered by policymaking management in deciding the future of the quinmester program. The major sections present (1) a status report of the administration of the secondary quinmester program; (2) a review of the 1972 summer quinmester program; (3) a description of the planned quinmester activities for the 1972-73 school year; (4) a discussion of plans for the development of the elementary quinmester program; and (5) an appendix containing a cost analysis, and evaluation report, and a statistical summary of the quinmester program. Related documents are ED 058 666, ED 058 667, ED 058 670, and ED 062 686. (Author/DN)

ED 071 169

EA 004 756

Cook, Paul W., Jr.

Modernizing School Governance for Educational Equality and Diversity. Summary Report.

Massachusetts Advisory Council on Education, Boston.; Massachusetts Univ., Amherst.

Pub Date Sep 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, *Equal Education, Equalization Aid, *Governance, Instructional Staff, Property Taxes, *Regional Cooperation, Regional Programs, School Districts, State Action, State Aid, State Boards of Education, *State School District Relationship, *Superintendents

This pamphlet summarizes a study made by the author, which focused on investigating the problems of the way our schools are financed, the arrangements for delivering educational resources to our students, the developing problems of collective negotiations, and the way our school systems are organized and interrelated. The author also examined State funding obligations as they relate to equality of educational opportunity. As a result of his study findings, the author recommends that the State of Massachusetts (1) redefine school district tasks, removing the more unmanageable ones; (2) mandate staffing levels in order to remove a major manifestation of inequality; (3) adopt Statewide approaches to the

determination of appropriate salary levels; and (4) provide more support for district management through policy guidance and through encouragement of voluntary regional associations. A related document is EA 004 757. (JF)

ED 071 170 EA 004 757

Cook, Paul W., Jr.

Modernizing School Governance for Educational Equality and Diversity. A Study.

Massachusetts Advisory Council on Education, Boston; Massachusetts Univ., Amherst.

Pub Date Sep 72

Note—178p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Boards of Education, Collective Negotiation, *Equal Education, Equalization Aid, *Governance, Instructional Staff, Property Taxes, Regional Cooperation, Regional Programs, School Districts, State Action, State Aid, State Boards of Education, State School District Relationship, Superintendents

This document reports on a study, conducted by the author, which focused on investigating the problems of the way our schools are financed, the arrangements for delivering educational resources to our students, the developing problems of collective negotiations, and the way our school systems are organized and interrelated. The author also examined State funding obligations as they relate to equality of educational opportunity. Based on study findings, the author recommends that the State of Massachusetts (1) redefine school district tasks, removing the more unmanageable ones; (2) mandate staffing levels in order to remove a major manifestation of inequality; (3) adopt Statewide approaches to the determination of appropriate salary levels; and (4) provide more support for district management through policy guidance and through encouragement of voluntary regional associations. Appendixes contain sample study questionnaires and explain the research methodology. A related document is EA 004 756. (JF)

ED 071 171 EA 004 758

Kleeman, Richard P.

Student Rights and Responsibilities: Courts Force Schools To Change. An Education U.S.A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—67p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-12814, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Activism, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Pregnant Students, School Law, *School Policy, Search and Seizure, Secondary School Students, *Student Participation, Student Records, *Student Responsibility, *Student Rights, *Student School Relationship

Identifiers—Married Students

This report examines some of the changes taking place in the schools as a result of a growing recognition by the courts, as well as by parents and educators, that "students are persons." The author discusses recent developments affecting student rights, student responsibilities, and student participation in school governance. Discussed are students' rights to freedom of speech and due process, freedom from unreasonable searches and seizures, the right of privacy as it affects student records, and the rights of pregnant and married students. Appendixes contain (1) tables showing State action affecting student rights, (2) a copy of the Maryland ACLU bill of Rights, (3) sample local policies, and (4) sample dress codes. (JF)

ED 071 172 EA 004 759

Educational Public Relations Standards: For Programs, for Professionals.

National School Public Relations Association, Washington, D.C.

Pub Date 69

Note—12p.; Adopted March 23, 1968 by the NEA Executive Committee

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-12448, \$.50, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Principles, Behavior Standards, Communication (Thought Transfer), Planning, *Professional Associations, *Professional Training, *Public Relations, Qualifications, School Community Relationship, *Standards

The first section of this brochure deals with standards for educational public relations programs. Eight sections present standards in the areas of (1) clear concept of the public relations program, (2) provision for public relations professional(s) in the organization, (3) relationship of the public relations professional to the governing body, the administration and staff of the organization, (4) provision for adequate resources for the public relations program, (5) provision for internal communications, (6) provision for external communications, (7) provision for evaluation of program performance, and (8) provision for longrange planning. The second section outlines general and specific standards for educational public relations professionals; and discusses professional preparation, experience, demonstrated ability, and professional growth and development. (Author/DN)

ED 071 173 EA 004 760

Schuchat, Theodor

Informal Education: 'Open Classroom' Provokes Change. Controversy. An Education U. S. A. Special Report.

National School Public Relations Association, Washington, D.C.

Pub Date 72

Note—63p.

Available from—National School Public Relations Association, 1801 North Moore Street, Arlington, Virginia 22209 (Stock #411-12840, \$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Role, *Case Studies, Educational Change, *Flexible Classrooms, Flexible Scheduling, Humanization, *Open Education, *Open Plan Schools, Program Costs, Program Development, Self Actualization, *Self Directed Classrooms, Student Centered Curriculum, Student Teacher Relationship, Teacher Education, Teacher Role

Identifiers—*Informal Education

This document defines informal education and discusses some common misconceptions held about what constitutes informal education. The early development of informal education is traced from several theories of child development and learning through its period of trial and error implementation in Great Britain and in the United States. In an effort to discover what it is that constitutes an "informal" classroom, the author examines selected informal classrooms throughout the country and describes how to set up an informal classroom in a formal school by the establishment of resource centers in art, science, language arts, and mathematics. Three chapters deal with the roles of the teacher, the child, and the administrator in informal education. One chapter discusses informal education in secondary schools and provides examples of ongoing programs being implemented at that level. The publication concludes with a discussion of the problems and future prospects of informal education. (Author/DN)

ED 071 174 EA 004 761

Schoolhouse Systems Project: SSP. 3rd Report.

Florida State Dept. of Education, Tallahassee.

Pub Date Sep 68

Note—8p.

Available from—Schoolhouse Systems Project, Florida State Department of Education, Tallahassee, Florida 32304 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bids, *Component Building Systems, *Construction Costs, Construction Needs, Construction Programs, Cost Effectiveness, Educational Finance, Facility Requirements, *School Construction, School District Spending, School Expansion, School Planning, Statistical Data, *Structural Building Systems, Systems Approach, Tables (Data)

Identifiers—*Florida

This brochure provides statistical bid breakdown for Programs 1A and 2 of the Florida Schoolhouse Systems Project. Tabular information is provided on bidders, compatible building subsystems, bid tabulation by compatibility, "per

school" building subsystems, nominated bidders and lump sums, and a comparison of programs 1A and 2 bids. Data presented in this document indicate that when the volume of work is of sufficient size, greater interest is developed among bidders, and the ensuing competition leads to a marked reduction in school construction costs. A related document is ED 032 723. (Author/DN)

ED 071 175 EA 004 763

ERIC Abstracts: A Collection of ERIC Document Resumes on Open Space Schools. ERIC Abstracts Series, Number Twenty-four.

American Association of School Administrators, Washington, D.C. National Academy for School Executives; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0353

Pub Date 73

Contract—OEC-0-8-080353-3514

Note—21p.

Available from—National Academy for School Executives, 1801 North Moore Street, Arlington, Virginia 22209 (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Annotated Bibliographies, Classroom Observation Techniques, Community Involvement, Educational Change, Educational Facilities, Educational Innovation, Educational Objectives, Facility Requirements, Individualized Instruction, *Literature Reviews, *Open Education, *Open Plan Schools, Planning (Facilities), School Design, Secondary Education, Self Directed Classrooms, *Urban Renewal

ERIC abstracts on open space schools, announced in RIE through August 1972, are presented. The key terms used in compiling this collection are "open education," and "open plan schools." The documents present materials defining open space schools and open education, comparing open space schools with traditional schools and open education with traditional education, and detailing plans for the implementation and operation of open plan schools. The following information is presented for each document: personal or institutional source, title, place of publication, commercial publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

ED 071 176 EA 004 766

Gerwin, Donald

Organizational Structure and Technology: A Computer Model Approach.

Wisconsin Univ., Milwaukee. School of Business Administration.

Pub Date Jun 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Computers, *Models, *Organization, *Prediction, Technology, *Theories

Identifiers—Computer Models, *Organizational Technology

Traditional methods of studying organizations have made useful contributions to our understanding of the relationship between formal structure and technology, but they still need to be supplemented. Comparative analysis, for example, maintains a formal, empirical tradition but is conducted at a highly aggregative level. The "constituent" approach studies the linkages among organizational components, but its findings have not been subject to much formal testing. This paper advocates an approach that facilitates detailed intra-organizational analysis while permitting the formal testing of theory. The idea is to develop a heuristic computer model that can predict an organization's structural configuration -- given knowledge of the technological interrelationships. The deviations between the actual and the predicted configurations can then be analyzed to discover ways in which the model should be revised. An initial model is constructed using the

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ideas of J. D. Thompson, whose bomber wing example is used as a vehicle for comparing the model's predictions to an actual structure. (Author)

ED 071 177 EA 004 767
Salary Guides and Fringe Benefits for Non-Certified Personnel, 1972-73. Bulletin No. I.

New Jersey School Boards Association, Trenton. Div. of Special Services.
 Pub Date [72]
 Note—54p.

Available from—New Jersey School Boards Association, 407 W. State Street, P. O. Box 909, Trenton, New Jersey 08605

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance Officers, Clerical Workers, Food Service Workers, Leave of Absence, *Nonprofessional Personnel, Office Occupations, *Personnel Data, *Personnel Policy, Public Schools, *Salaries, School Maintenance, *School Personnel, Student Transportation, Wages

Identifiers—Bus Drivers, *New Jersey

The data provided in this bulletin are grouped according to (1) office personnel and attendance personnel, (2) maintenance and operation personnel, (3) transportation personnel, and (4) cafeteria personnel. Each section reports the minimum and maximum salaries paid for various positions, the average salary increase, and the vacation policy. Additional fringe benefit and compensation data include the sick leave and the personal leave allowed per year, the number of paid holidays exclusive vacation days, and the percentage of hospitalization paid by the board for an employee and his dependents. A related document is EA 004 768. (Author/DN)

ED 071 178 EA 004 768
Salary Guides and Fringe Benefits for Non-Certified Personnel, 1972-73. Bulletin No. II.

New Jersey School Boards Association, Trenton. Div. of Special Services.
 Pub Date [72]
 Note—77p.

Available from—New Jersey School Boards Association, 407 W. State Street, P. O. Box 909, Trenton, N. J. 08605

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Attendance Officers, Clerical Workers, Food Service Workers, Fringe Benefits, Leave of Absence, *Nonprofessional Personnel, Office Occupations, *Personnel Data, *Personnel Policy, Public Schools, *Salaries, School Maintenance, *School Personnel, Student Transportation, Wages

Identifiers—Bus Drivers, *New Jersey

This bulletin lists salary guide and fringe benefit data for noncertified personnel in 155 of New Jersey's 604 school districts. The data provided in this bulletin are grouped according to (1) office personnel and attendance personnel, (2) maintenance and operations personnel, (3) transportation personnel, and (4) cafeteria personnel. Each section reports the minimum and maximum salaries paid for various positions, the average salary increase, and the vacation policy. Additional fringe benefit and compensation data include the sick leave and the personal leave allowed per year, the number of paid holidays exclusive of vacation days, and the percentage of hospitalization paid by the board for an employee and his dependents. A related document is EA 004 767. (Author/DN)

ED 071 179 EA 004 769
Reeves, Robert F.

[**Personnel Management and Computer Systems.**]
 Pub Date 25 Oct 72

Note—12p.; Speech given before the American School Business Officials Annual Conference (58th, Chicago, Illinois, October 21-26, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Communication (Thought Transfer), *Computer Oriented Programs, *Management Information Systems, Payroll Records, *Personnel Data, *Personnel Management, Salaries, *School Personnel, Time Sharing

Identifiers—Computerized Methods, *Michigan, Oakland Schools Intermediate School District

The organization and use of computerized management information systems at the Oakland Schools intermediate school district in Michigan

is utilized by 24 local school districts. The use of remote terminals provides access for the development of ongoing personnel programs. Emphasis is given to four major computer subsystems that directly involve the personnel function -- payroll, communications, salary management, and attendance. (Author)

ED 071 180 24 EA 004 770
Barnes, Delores

Structuring Communication with Parents: Participation in Common Terms.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—CSE-82

Bureau No—BR-6-1646

Pub Date Oct 72

Contract—OEC-4-6-061646-1909

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Communication Problems, *Educational Needs, *Educational Objectives, *Elementary Education, Information Seeking, *Parent Participation, Parent School Relationship, Technical Reports, Theories

This study was conducted to identify the language difficulties encountered by parents in working with 106 goal statements for elementary education. A sample of 13 parents from middle to low socioeconomic classes identified 1,265 words and phrases they did not understand. After the goals were rewritten, parents identified only 58 words and phrases as not understandable. Based on the theory that communication only takes place when communicators are speaking from a mutually held stock of knowledge, the newly rewritten statements are more understandable than the original statements. Based on the theory of pragmatic communication, the parents are still in a doublebind position regarding such goals as those of modern math and cannot communicate appropriately their desires for their children. Should principals act on the rating of such goals by parents, it is possible that the school programs would not reflect the true goals desired by parents. If parents are to participate in goal-sorting procedures, they need a way of indicating what they do not understand and an opportunity for further clarification prior to rating the goals. (Author/DN)

ED 071 181 EA 004 771
Variables Related to Student Performance and Resource Allocation Decisions at the School District Level. A Survey of Research with Emphasis on the Policy Implications of the Findings.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Pub Date Jun 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, *Educational Economics, *Educational Policy, Educational Theories, Models, Multiple Regression Analysis, Productivity, Research Methodology, *Research Reviews (Publications), *Resource Allocations, Statistical Analysis

Identifiers—*Economic Efficiency

This review was undertaken to organize and present the findings of educational production function research by educators and economists. A summary of these findings could be a valuable aid in the educational decision making process, especially to administrators working in local school districts. Research of this type concentrates on determining empirically the nature of the educational process and the efficiency with which the output of schools, however defined, is produced. The resulting information can suggest strategies for improving education by manipulating policy-controllable variables that have been empirically demonstrated to be related to some desired educational product. Questions of efficient resource allocation involve identifying which variables have the greatest impact on the level of educational product per dollar of expenditure and channeling resources into them. The review shows how major studies have dealt with questions of model specification and parameter estimation for an educational production function. It also describes the production theory and the findings of the studies as to what variables enter the educational production function and ex-

amines what is known about the impact of each variable on the production of educational output. (Author)

ED 071 182 EA 004 772
Job Improvement by Objectives.

Westside Community Schools, Omaha, Nebr.

Pub Date 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Evaluation Methods, Instructional Staff, *Interaction Process Analysis, Lesson Observation Criteria, *Principals, Public Schools, Student Teacher Relationship, *Teacher Administrator Relationship, *Teacher Evaluation

This report provides one school district's program for evaluating teachers. The report (1) discusses the philosophy behind the evaluation program, (2) outlines the procedures to be followed, (3) defines the roles of the participants, (4) describes the goals and objectives of the school district, and (5) provides sample instruments used in the teacher evaluation process. (Page 43 removed due to copyright material.) (JF)

ED 071 183 88 EA 004 773
TITLE III, ESEA Impact Study.

Kansas State Dept. of Education, Topeka.; Kansas Univ., Lawrence. Bureau of Educational Research and Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 19 Jul 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Educational Change, *Federal Aid, *Federal Programs, Inservice Programs, Instructional Improvement, *Instructional Materials, Instructional Technology, *Program Evaluation

Identifiers—*Elementary Secondary Education Act Title III, ESEA Title III

This paper reports a study that (1) attempted to determine the degree to which Title III ESEA programs, begun under Federal funding, have been continued since the discontinuance of Federal aid; and (2) investigated the educational changes brought about by the programs. The study focused on changes in school district programs, resources, and curriculum; no investigation was made of the effects of the study on learning, staff development, or student teaching attitudes. Study findings from interviews of project directors, district superintendents, and/or school board members of 21 projects revealed that 10 projects claimed at least a 90 percent continuation of activities. The report concludes that most of the programs have brought about changes in the kind or the level of services provided by the school, the availability of instructional materials and equipment, the instructional methods being used in the school, the curriculum, the level of faculty training, or various combinations thereof. (JF)

ED 071 184 EA 004 774
Silverstein, Samuel

The Search for Leadership Talent.

Pub Date [72]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Background, *Administrator Education, *Administrator Qualifications, *Administrator Selection, *Boards of Education, Educational Change, Recruitment, *Superintendents

The author contends that school administration has been suffering from inbreeding -- the result of the selection by chief school administrators of only those people who could present proven track records for decisionmaking positions. In an effort to learn whether this narrow view of school superintendents regarding the sources of administrative talent was equally evident among the lay sector of public school governance, a survey questionnaire was distributed to school board chairmen in the 150 largest U.S. cities. Survey results seem to indicate that outstanding people who have demonstrated leadership ability in other walks of life may aspire to top level positions in public school administration and that community representatives who are responsible for the development of school policy appear to be more openminded concerning the sources of school

system leadership than are professional administrators. (Author)

ED 071 185 EA 004 776

Robison, Joseph B.

The Case Against Parochialism.

American Civil Liberties Union, New York, N.Y.
Pub Date Oct 72
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Court Cases, *Parochial School Aid, Parochial Schools, *Religious Factors, *State Church Separation, Taxes, *Tax Support

In this report, the author discusses constitutional doctrines to support the contention that government aid to sectarian schools is a violation of the fundamental principle of separation of church and state. Recent Supreme Court cases are cited to prove the unconstitutionality of using tax funds to finance sectarian schools. The report also refutes pro-parochial arguments. (JF)

ED 071 186 EA 004 777

House, James Miller, William

Responding to Student Unrest: A Guide for Administrators and Teachers.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Jan 73

Note—62p.; Oregon ASCD Curriculum Bulletin No. 315, Vol 27

Available from—Oregon Association for Supervision and Curriculum Development, P.O. Box 421, Salem, Oregon 97308 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Administrative Personnel, Case Studies, Curriculum Development, Discipline, Dropout Problems, Guides, Humanization, Problem Solving, *Relevance (Education), *Secondary School Students, Student Alienation, *Student Participation, *Student Rights, Student School Relationship, Teachers

The aim of this essay is to help educators understand, respond to, and survive student militancy. The author analyzes the problem of student unrest; discusses programs for reducing militancy; and explains why student involvement is necessary and how it helps accomplish the purposes of education, stimulates interest, and reduces dropouts and alienation. One section of the presentation is given over to a discussion, from both legal and moral viewpoints, of students' rights as citizens and the prerogatives of staff, administrators, and school boards. The essay concludes with an examination of the future of student unrest and a discussion of what can and should be done, in cooperation with students, to help solve the problem. Also included are three case histories of educators who have experienced student militancy and a 26-item bibliography. (Author)

ED 071 187 EA 004 778

Phillips, Harry L.

State Leadership in Education in the 1970's: Changes Likely To Occur in State Departments of Education.

Pub Date 16 Feb 72

Note—8p.; Paper presented at the American Association of School Administrators Annual Convention (104th, Atlantic City, New Jersey, February 12-16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, Educational Finance, Federal State Relationship, Futures, Inservice Education, Interagency Cooperation, Interagency Planning, *Organizational Change, *Resource Allocations, Social Change, Speeches, Staff Improvement, *State Departments of Education, *State School District Relationship

Assuming that education will continue to need governance at the state level by agencies responsible for planning, organizing, maintaining, and improving a statewide public system of education and that wide departmental variations will remain nationwide, the author makes several predictions concerning new roles to be played by state education departments of the future. He contends, in part, that there will be a major shift of responsibility for decisions on the methods of school financing, sources of funds, and the methods of fund distribution away from local boards to state legislatures. At the same time, he explains, there will also be a change in the channeling of federal

funds -- through and into state monies rather than directly to and through local districts. The author sees the state education department of the future as a huge clearinghouse of information that will provide a statewide network disseminating educational data to regional and local districts and one that will act as a retrieval agent plugged into national and federal information sources. According to the author, state personnel will become more knowledgeable and sophisticated in the planning, evaluation, information dissemination, and technical assistance aspects of state governance. In addition, these people will be selected from and based in large urban areas with field responsibilities to include attending meetings and organizing and directing educational seminars in regional areas. (JF/EA)

ED 071 188 EA 004 783

McGannon, J. Barry

Tooling Up in the Talent Pool: A Proposal for Regional Administrative Internship Programs for Women.

Pub Date 6 Oct 72

Note—5p.; Paper presented at American Council on Education Annual Meeting (55th, Miami Beach, Florida, October 6, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Education, *Females, *Feminism, Interinstitutional Cooperation, *Internship Programs, Professional Associations, Regional Programs, Sex Discrimination, Speeches, Talent Development, Talent Identification

In this speech, the author proposes a 5-point program designed to increase the number of women in administration. The program calls for (1) the identification of potential women administrators who might be successful at their own institution or at another institution by a committee on the status of women at each campus; (2) the setting up of a regional cooperative rotating internship in administration by a group of neighboring institutions; (3) the identification of potential women nominees for the Academic Administration Internship Program in Washington; (4) the agreement of the cooperative institutions to suggest women candidates for administrative openings when such openings become known; and (5) the establishment by academic administrators, working through national professional associations, of a national talent bank of female administrative talent. (Author)

ED 071 189 EA 004 789

Levine, Donald M. And Others

Educational Planning with Organizational Development (OD): A People Involving Approach to Systematic Planning. A Working Paper.

Pub Date Apr 72

Note—23p.; Paper presented at American Educational Research Association Annual Meeting (57th, Chicago, Illinois, April 3-7, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Budgeting, Decentralization, *Decision Making, *Educational Planning, Job Satisfaction, Management, *Models, Organizational Climate, *Organizational Development, Personnel

Identifiers—Planning Programming Budgeting, PPB
Planning, programming, budgeting is an approach to rationalizing budgeting and strengthening analysis as a policy change and planning tool. Organizational development applies behavioral science research to organization to enhance the commitment and involvement of personnel for smoother and more effective system function. It is argued that implementation of PPB can be facilitated by proper attention to the management philosophies of OD; and that by the concerted, coordinated use of these approaches, planning and system growth will undergo considerable improvement. The special philosophies of OD are discussed in planning contexts, and the federal government's implementation of PPB is examined for problems it encountered. A paradigm is subsequently developed that specifies more explicitly the proposed PPB-OD interaction. The special contribution that OD can make to program planning and budgeting processes is developed in detail. (Author)

ED 071 190 EA 004 790

A Foundation Goes to School. The Ford Foundation Comprehensive School Improvement Program, 1960-1970.

Ford Foundation, New York, N.Y.

Pub Date Nov 72

Note—51p.; One of a series of reports on activities supported by the Ford Foundation

Available from—Ford Foundation, Office of Reports, 320 East 43rd Street, New York, New York 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comprehensive Programs, *Educational Change, Educational Experiments, *Educational Innovation, Educational Needs, *Educational Programs, *Foundation Programs, Program Design, Program Effectiveness, *Program Evaluation

Identifiers—Comprehensive School Improvement Program, CSIP, *Ford Foundation

This report provides a critical analysis of the Foundation's program, examining its rationale, implementation, and impact. The Foundation gave access to all correspondence and progress reports relating to the program to an independent evaluation team and facilitated visits to most of the 25 project sites. The first chapter discusses the entry of the Foundation into educational activities and traces the development of those activities through the decade of educational experiments in the 1950's and into the CSIP of the 1960s. Diagrams illustrate breakdowns of the \$31 million funding of the program by geographic region, race and culture, community population, and type of grantee. The second chapter concentrates on CSIP's role in teacher development and changing educational practices. The implications behind the experiments in organization and administration are discussed in the third chapter. The final chapter discusses the implications of and the lessons to be drawn from CSIP efforts. A list of projects by state and the amount of grant for each and a list of publications resulting from the CSIP project are included at the end of the publication. (Page 13, a figure showing funding by amounts and sequence, may reproduce poorly.) (Author/DN)

ED 071 191 EA 004 791

Mattheis, Duane J.

Community Schools: New Hope for Education.

Pub Date 1 Dec 72

Note—15p.; Speech given before National Community School Education Association National Convention (7th, St. Louis, Missouri, November 28-December 1, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Case Studies, *Community Education, Community Involvement, *Community Schools, *Facilities, *Federal Aid, School Community Relationship, Space Utilization, Speeches

In this speech, the author traces the development of the community school movement in the U. S. Examples of successful programs in various areas are presented and the role of the local community and the local school district in the community education movement is stressed. The author addresses himself to the role that the department of Health, Education, and Welfare and the Office of Education are playing in the development of community education and outlines several governmental programs from which funds for community education may be available. The speech concludes with a discussion of the role community schools can play in career education. (DN)

ED 071 192 EA 004 792

Marien, Michael, Ed.

The Hot List Delphi. An Exploratory Survey of Essential Reading for the Future.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No.—EPRC-ER-6

Pub Date 72

Note—99p.

Available from—EPRC Publications, 1206 Harrison Street, Syracuse, New York 13210 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Changing Attitudes, *Educational Change, *Futures, *Literature Reviews, *Social Change

Identifiers—*Exploratory Reports, Futures Research

This report lists 236 books and articles of which 192 have been rated by a panel of 14 qualified futurists. The findings of this survey are being made available to aid in the professionalization of the field of futures research; to encourage more and better surveys such as this one; and to provide a somewhat authoritative list of selected

readings for policymakers, professionals, students, and concerned citizens who wish to further their understanding of futures, futurists, and futuristics. The documents are rated according to merit and reading audience. Futures documents are annotated and classified according to (1) general overviews; (2) general symposia and anthologies; (3) technology and its impacts; (4) population, resources and environment; (5) government and international relations; (6) business and economics; (7) the individual, the family, and youth; (8) communications and education; (9) futures "classics"; (10) utopias and science fiction; (11) methodology; and (12) bibliographies and directories. From these documents, 36 were selected as a recommended basic library for futurists. The review also includes information about how to acquire the documents surveyed. A related document is ED 061 636. (Author/DN)

ED 071 193

EA 004 793

Frymier, Jack R.

A Curriculum Manifesto. Curriculum Bulletin. Volume 26, Number 314.

Oregon Association for Supervision and Curriculum Development, Salem.

Pub Date Dec 72

Note—47p.; Paper presented at Association for Supervision and Curriculum Development Annual Conference (27th, Philadelphia, Pennsylvania, March 5-8, 1972)

Available from—Oregon Association for Supervision and Curriculum Development, P. O. Box 421, Salem, Oregon 97308 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Accountability, *Educational Change, *Educational Philosophy, Futures, *Humanization, Open Education, Self Concept, Sequential Approach, *Student Centered Curriculum, Student Participation, Student Teacher Relationship, Teacher Administrator Relationship

Identifiers—*Experiential Learning

Education should help people learn to use past experiences as a basis for acquiring new meanings, which frees individuals from what restricts and what enslaves. However, the curriculum has become a program for social purposes and the school an instrument of social control when, in reality, what is needed is persuasion (not coercion) and discussion (not demands.) Curriculum should be regarded as spatial realities in process over time -- actors, artifacts, and operations in terms of that which is planned, which occurs, and is evaluated. Curricular conceptualizations should be rooted in primary attention to the learner as the major source of information in curriculum development. Because schools of the future will have curriculum artifacts more limited in size than the traditional textbook, sequencing will be variable rather than predetermined; teachers and students will have infinite ways of bringing artifacts together spatially and temporally; and greater possibilities will exist for generating new and unique arrangements of artifacts to facilitate each youngster's unique learning needs. Systematic study developmental projects, outside the area of education, should be studied by curriculum developers to learn from others who spend their lives in developmental roles how to generalize what development means in educational terms. (Author/EA)

ED 071 194

EA 004 795

Lamb, Joseph P.

Gleanings from the Private Sector.

Columbia Univ., New York, N.Y. Inst. of Field Studies.

Pub Date Dec 72

Note—26p.; Paper presented at Institute of Field Studies seminar (Spring Valley, New York, December 7-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, Administrator Characteristics, *Administrator Evaluation, *Board Administrator Relationship, *Boards of Education, *Educational Accountability, Objectives, Speeches, *Superintendents

Identifiers—*Management by Objectives

School boards cannot account to the public unless they measure and assess the performance of school administrators and teachers. From the board's viewpoint, accountability (and therefore evaluation) must concentrate on the school superintendent. This evaluation must be carried out in an atmosphere of commitment and mutual trust, the procedures and the criteria to be used

must be specifically agreed upon by the board, and a job description should be drafted. One of the most effective approaches to administrator evaluation could be effected through management by objectives (MBO). MBO removes the formal focus from the individual personality and places it on job results. Under MBO, the board and the superintendent agree on manageable and attainable objectives that are aimed at the achievement of overall goals. School districts that have experimented with MBO have found that it increases control through clarification of purpose and that it provides effective performance evaluation strategies. (JF)

ED 071 195

EA 004 796

Student Rights Litigation Packet. Revised Edition.

Harvard Univ., Cambridge, Mass. Center for Law and Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 72

Note—450p.

Available from—Center for Law and Education, Harvard University, 38 Kirkland Street, Cambridge, Massachusetts 02138 (\$7.00)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Court Cases, Discipline, *Due Process, *Freedom of Speech, Legal Aid, *Marital Status, Police Action, Police School Relationship, *Pregnant Students, Secondary School Students, *Student Rights

Identifiers—*Corporal Punishment, Married Students

This package of materials is designed to be of help to Legal Service attorneys who are, or who are about to be, active in the area of student rights in secondary schools. The materials consist mainly of complaints and supporting legal memoranda from recent student rights cases. The conception of student rights that the materials reflect is a traditional one, encompassing primarily questions involving freedom of expression, personal rights, and procedural fairness. The typical plaintiff in the cases is a high school or junior high school student who has been suspended, expelled, transferred, or otherwise disciplined because of something he said, or did, or wrote, or because of the way he wore his hair. While most of the cases focus on the question of whether or not school officials had the legal right to act as they did, some others are directed more toward the fairness of the procedures by which the disciplinary action was handled. Often both issues appear in the same case. (Author)

ED 071 196

95

EA 004 804

Incentives in Education Project, Impact Evaluation Report. Final Report.

Planar Corp., Washington, D.C.

Pub Date 24 Oct 72

Contract—OEC-0-71-4770

Note—398p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Achievement Gains, Demonstration Projects, Disadvantaged Groups, Evaluation Needs, *Incentive Systems, Models, Parent Attitudes, *Parent Participation, Parent School Relationship, *Performance Criteria, Policy Formation, Statistical Analysis, Student Attitudes, Teacher Attitudes, *Teacher Motivation

This report describes results of a demonstration project carried out in four cities during 1971-72. The project aimed at exploring the feasibility and impact of two different forms of money incentives payments. In one form -- the "Teacher-Only" model -- the teachers in a school were offered a series of bonuses ranging from \$150 to \$600 per class per subject, depending on the amount of gain shown by their students on standardized tests of reading and math. In the "Parent-Teacher" model, the same bonus offer was made to teachers; but in addition, there were cash payments of \$12.50 to \$50 offered to each parent, depending on the mean gain shown by all of the students in their child's class. Quantitative data were collected from students, teachers, and parents at two points in time. This data included the results of questionnaires tapping attitude and behavior information, interview results, tallies from systematic observation, and standardized achievement test results. The data were analyzed by comparing the mean of an EXP school (one which had been offered incentives) to the mean of a matched CON school in the same city. The interpretation was restricted by problems inherent

in the design and time schedule of the project. Although it is possible that results reflect factors other than the incentives offer, the achievement gains observed for students in the Parent-Teacher model were substantially greater than those of the control group. Differences in achievement gain between the Teacher-Only model and the control group were negligible. Other results from the analysis of the attitude and behavior data also are presented and discussed, but no simple patterns were evident in these results. (Author)

ED 071 197

EA 004 806

Brown, Edward K.

Qualitative and Quantitative Allocations of Program Funds in a Non-Profit Institution.

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Budgeting, Costs, *Decision Making, Educational Finance, Educational Planning, Expenditure Per Student, Expenditures, Models, *Planning, Program Budgeting, *Programming, Program Planning, *Resource Allocations

Through a generalized application of the principles of programming-planning-budgeting (PPB), a process was devised for describing the methods of resource allocation in a nonprofit institution. By categorizing pupil service inputs according to basic skills, instruction, and supportive services it became possible to identify meaningful service input components. Each component was found to be contiguous with one of four assessed pupil need categories and, thereby, represented service-delivery units (SDUs). Assessments of the allocation procedures showed that (1) the functional cost of the SDUs was dependent on the levels (proportions) of resource inputs they contained, (2) significantly different proportions of resource inputs were associated with the SDUs, and (3) SDU data could be used to predict the level of finance that would be needed to improve the output of each SDU. Study findings suggest that the modified PPB is a viable system for quantifying program allocation procedures and for ascertaining what combination of school service inputs are most influential in maximizing school achievement. (Author)

ED 071 198

EA 004 809

Abbott, James F.

Construction Management.

Society for Coll. and Univ. Planning, New York, N.Y.

Report No—SCUP Journal; v2 n3 pp1-4 Dec 1971

Pub Date Dec 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, *Architectural Programming, Bids, College Planning, Construction Costs, *Construction Management, *Construction Programs, Cost Effectiveness, Educational Specifications, *Fast Track Scheduling, *Performance Specifications, Planning (Facilities)

This article provides a detailed discussion of a team approach to building that involves a construction manager, an architect, and a contractor. Bidding methods are outlined; the major components in construction management -- value engineering and fast track scheduling -- and the use of performance specifications are discussed. The construction manager's role is summarized, and a detailed list of the services offered by the author's construction management firm is presented. (MLF)

ED 071 199

EA 004 811

Martinek, Sharon S.

Revolutionary Education: Reasons and Ways.

Pub Date 30 Aug 72

Note—18p.; Paper presented at the American Sociological Association Annual Meeting (67th, New Orleans, Louisiana, August 28-31, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Alternative Schools, Bibliographies, *Educational Change, Educational Innovation, Educational Objectives, Group Dynamics, Interpersonal Relationship, Models, Political Attitudes, *Social Change, Speeches, *Student Participation, *Urban Education

Identifiers—Free Schools, *Revolutionary Education

This paper defines revolutionary education as a qualitative change in the structure of educational institutions and the ideology surrounding the functions and goals of those institutions. After conducting an extensive study of the literature on inner city schools, free schools, and student protest, the author concludes that revolutionary education resulting in major social changes has not yet occurred in the United States, and that it is unlikely to occur in any of these three movements as they are now constituted. The author hypothesizes concerning revolutionary education in the future and socioeconomic classes in a revolutionary setting. A substantial bibliography, representative of the author's researches, is included. (Author/MLF)

ED 071 200 EA 004 814

Coombs, Arthur M., Jr. And Others
Variable Modular Scheduling. Effective Use of School Time, Plant, and Personnel. New Directions in Education.

Pub Date 71

Note—116p.

Available from—Benziger, Bruce & Glencoe, Inc., 8701 Wilshire Boulevard, Beverly Hills, California 90211 (\$2.40)

Document Not Available from EDRS.

Descriptors—Computer Programs, Computer Science, *Curriculum Development, Curriculum Enrichment, Curriculum Planning, Educational Objectives, Educational Resources, *Flexible Schedules, Futures, Independent Study, Individualized Instruction, Instructional Innovation, *Open Education, *Schedule Modules, *School Organization, Self Actualization, Student Centered Curriculum

Identifiers—Nonstructured Learning Conditions, Variable Course Structuring, *Variable Modular Scheduling

New instructional time blocks and curriculum designs are suggested as alternatives to traditional school schedules with their fixed time periods for traditional course offerings. The rationale for variable modular scheduling and the application of computer technology to school scheduling are presented. Applications of variable modular scheduling being implemented at various schools are described and presented as practical examples. Discussions are grouped according to (1) background to the organization of schools, (2) teaching and administrative considerations, (3) curricular innovations, (4) nonstructured learning conditions, (5) evaluations of variable modular scheduling, and (6) speculations about future directions. (MLF)

ED 071 201 EA 004 815

Featherstone, Richard L.

An Assessment of the Detroit Public Schools Construction Systems Program.

Detroit Public Schools, Mich.

Pub Date [72]

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, Bids, *Component Building Systems, Construction Costs, Construction Management, Construction Programs, Contracts, *Cost Effectiveness, Evaluation, Fast Track Scheduling, *Performance Specifications, Planning (Facilities), *School Construction, Structural Building Systems, *Systems Approach

Identifiers—*Assessment, Building Systems, Construction Systems Program

The Construction Systems Program (CSP) is the management process utilized in the construction of additions to four schools in the Detroit School District. The objectives of CSP were (1) to reduce the time required to plan and construct new buildings and additions, (2) to reduce the cost of new buildings and additions, and (3) to maintain or improve the quality of new buildings and additions. This program assessment provides information to aid the members of the Detroit Board of Education in making decisions about future commitments to systems management and systems construction in the building programs. The first part, the introduction, covers term definitions and provides a list of project planners and a report overview. The second, or background section, deals with goals developed by citizens for the School Housing Division and goals for CSP, and describes the organization necessary to goal accomplishment. In the third section, procedures and management, the critical steps taken for the establishment of program

direction and the management of the CSP project are discussed. The last section, project outcomes, describes CSP schools and assesses the effectiveness of CSP in relation to the time and cost objectives. A related document is EA 004 753. (Author/MLF)

ED 071 202 EA 004 816

Kriesberg, Martin

The Market for Food in the Nation's Schools.

Economic Research Service (DOA), Washington, D.C.

Report No—ERS-MRR-702

Pub Date Apr 65

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Costs, *Food, Food Handling Facilities, *Lunch Programs, *Marketing, Nutrition, Public Schools, *School Surveys, Storage, Student Enrollment, *Tables (Data)

Identifiers—*National School Lunch Program

This report is based on a study made during the school year 1962-63. Comparison with a benchmark survey conducted five years earlier shows that during the intervening period the number of public school districts decreased by one-third, while pupil enrollment increased by about 10 percent. The number of lunches served in the National School Lunch Program expanded rapidly -- at least 20 percent -- during these five years. This report provides a current measure of the school food market, which will reflect shifts in quantities and types of foods served in school lunchrooms. It also contains an evaluation of trends in school feeding and identifies areas warranting special attention in the operation of the National School Lunch and Special Milk Programs of the U. S. Department of Agriculture. The study on which this report is based was part of a broad program of research relating to the public food distribution program, which is concerned with expanding the market for farm products and improving nutritional levels among children and needy people. (Author)

ED 071 203 EA 004 817

Biedermann, Konrad And Others

Layout, Equipment, and Work Methods for School Lunch Kitchens and Serving Lines.

Agricultural Research Service (DOA), Washington, D.C.

Report No—ARS-MRR-753

Pub Date Dec 66

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Plans, Design Needs, *Equipment Standards, Facility Requirements, Facility Utilization Research, Flow Charts, *Food Handling Facilities, Human Engineering, *Lunch Programs, Manpower Utilization, Performance Specifications, *Planning (Facilities), Space Classification, Space Utilization, Spatial Relationship, *Task Analysis, Work Environment

The objectives of this study include the development of (1) guides for the planning and the remodeling of new school kitchens and lunchroom facilities and (2) standards of labor utilization for three sizes of cafeterias. The data reflect the results of over six weeks of observation and measurement of operations in various school kitchens, conferences with the local school officials and food service specialists, and a review of the applicable literature. Six Ohio schools chosen for observation represented a cross section of elementary and high schools; rural and suburban communities; and small, medium, and large school lunch programs. Labor utilization was measured by the work sampling technique. In two schools, an additional day of work sampling was devoted to a separate study of the effect of kitchen layout and equipment use on actual working time versus time spent in walking and delays. Data on labor utilization were then analyzed in conjunction with information on kitchen layout, equipment inventory, and management practices. A case study was prepared on each of the six schools, and conclusions regarding potential improvements in each of the operations were discussed with local school officials. (Author/MLF)

ED 071 204 EA 004 818

Food Storage Guide for Schools and Institutions.

Food and Nutrition Service (DOA), Washington, D.C. Div. of Child Nutrition.

Pub Date Nov 59

Note—45p.; Reprinted October 1972 without change in text

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Principles, *Equipment Standards, *Food, *Food Handling Facilities, Food Service, *Food Standards, Guides, Management Systems, Nutrition, Performance Specifications, Physical Design Needs, Planning (Facilities), Refrigeration, Sanitation, *Storage

This booklet has been prepared as a guide to show good methods of handling and storing USDA-donated and locally purchased foods. The information was drawn from many resources and includes latest research data available on types of storage facilities and equipment needed for handling and storing foods. The material is organized in five parts: (1) receiving areas, (2) dry food storage areas, (3) refrigerated food storage area, (4) management practices, and (5) housekeeping practices. In many instances, food losses resulting from deterioration and infestation are the result of inadequate storage facilities, undesirable handling practices, and other conditions that can be corrected by following the preventive and control measures outlined in this handbook. (Author)

ED 071 205 EA 004 819

Listing of Schools Constructed with a Building System. Building Systems Information Clearinghouse Special Report Number Two.

Building Systems Information Clearinghouse, Stanford, Calif.

Pub Date 7 Dec 72

Note—21p.; Fifth edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Architects, Component Building Systems, Construction Costs, *Data Bases, *Directories, Information Sources, Input Output, Programming, *School Construction, Structural Building Systems, *Systems Approach

Identifiers—*Building Systems

To qualify for inclusion in this listing, a building must have been constructed with two or more compatible building subsystems, one of which is structure. It is estimated that at least 400 schools that satisfy this definition have been constructed in the U. S. and Canada, about one quarter of which appear in this listing. Beginning with this edition, the listing is to be produced by computer from the information stored in BSIC's Systems Buildings Data Bank. With the exception of Canadian schools, the schools are listed by their U. S. Postal Service Zip Codes. Canadian schools have been assigned arbitrary "area numbers" to keep them all together and to keep all schools in the same area together. The information on each school includes (1) architects, (2) date completed, (3) building cost, and (4) building area. On some projects, a set of initials identifies the larger systems project of which the listed project was a part. All data is provided to BSIC by the architects or the owners of the listed buildings. (Author/MLF)

ED 071 206 EA 004 838

The Computer and the School. The Results of a Case Study.

New England School Development Council, Newt, Mass.

Spons Agency—Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Nov 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *Case Studies, *Computer Oriented Programs, *Computers, Computer Science Education, Data Processing, *Decision Making, *School Districts, Technological Advancement

Identifiers—Barrington, *Rhode Island

This monograph outlines the experiences of one school district when it acquired a computer capability. The document should prove useful to other school districts or educational institutions involved in the process of deciding how best to utilize computer technology. The study observes and documents the procedures commonly used by most schoolmen as they make decisions about computer technology in the schools. It addresses itself to such issues as computer hardware, administrative personnel, inservice training, and implementation. It discusses a step-by-step approach by which a computer capability can be established and then later expanded. An organizational chart showing the relationships among computer personnel and the relation between personnel and the computer facility as they exist in the subject school is included. (Author/DN)

EC

ED 071 207

EC 050 277

Adams, Anne H., Comp.

Early Childhood Education for Handicapped Children: A Bibliography of Selected Books. Volume II. Number 2. The Staff Training Monograph Series.

Texas Univ., Austin. Dept. of Special Education. Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [71]

Grant—OEG-0-9-531306(031)

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Child Development, *Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Preschool Education

The selected bibliography on early childhood education for handicapped children lists 167 books. Author, title, publisher, and date and place of publication only are given. Representative subjects, as indicated by the titles, include child development, preschool and kindergarten education, child behavior, cognitive development and stimulation, and educational methods and techniques for variously handicapped or disadvantaged children. (KW)

ED 071 208

EC 050 278

Reynolds, Maynard C., Ed.

Psychology and the Process of Schooling in the Next Decade: Alternative Conceptions.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C. Teachers Corps.

Pub Date Sep 71

Grant—OEG-0-9-336005(725)

Note—275p.; Conference Proceedings held December 13-17, 1970, Washington University Available from—Department of Audio-Visual Extension (University of Minnesota), 2037 University Avenue, S. E., Minneapolis, Minnesota 55455 (\$3.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Affective Behavior, *Conference Reports, Developmental Psychology, Educational Methods, *Educational Philosophy, *Educational Psychology, Intellectual Development, Language Development, *School Psychologists, Social Psychology, Teacher Education

Presented are six papers (and prepared responses) from the conference on psychology and the process of schooling at which psychologists and educators discussed ways that psychology could be applied in the schools whether or not it was practiced directly by persons who were called psychologists. Dr. L. Kohlberg's paper explains an interactional view of learning that draws from J. Dewey's philosophy and J. Piaget's developmental theory of learning stages. Dr. C. Backman considers three topics: the view of intelligence as a gradually accumulated fund of skills interacting with social experience, the effects of social climate on student performance, and the idea of the classroom as a work group with group as well as individual goals. Dr. O. Lindsay advocates the role of teacher adviser for school psychologists and discusses how the role becomes feasible through behavioral management procedures incorporating charts and curriculum rewards. Current brain behavior research is related to educational problems by Dr. K. Pribram who also advances the idea of teaching subject matter as languages, or systems of codes, by which internal communication is facilitated. Dr. D. Blocher emphasizes the importance of the affective dimension in education. Dr. S. Sarason notes problems in teacher preparation caused by the lack of a productive theory of the change process. (GW)

ED 071 209

EC 050 279

Trudeau, Elaine, Ed.

Digest of State and Federal Laws: Education of Handicapped Children. Second Edition.

Council for Exceptional Children, Arlington, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Nov 72

Note—292p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Administration, Civil Liberties, Demography, Educational Facilities, *Educational Opportunities, *Exceptional Child Education, *Federal Legislation, *Handicapped Children, Identification, Instructional Staff, Private Schools, *State Legislation, Student Placement

Presented is a digest of state and federal laws relating to the education of handicapped children which is published by The Council for Exceptional Children (CEC). Part one considers the laws of the 50 states and the District of Columbia under the following subject categories: right to an education, population, identification and placement, administrative responsibility, planning, finance, administrative structure and organization, services, private schools, personnel, and facilities. Citations are provided for those who wish to refer to the original text of the laws. Part two is a digest of federal laws having particular relevance to education of handicapped children. The digest of federal laws, organized according to statute, includes laws such as the following: Economic Opportunities Amendments of 1972, National Technical Institute for the Deaf Act, Vocational Education Amendments of 1968, and An Act to Promote the Education of the Blind. Readers seeking additional information are referred to the State-Federal Information Clearinghouse for Exceptional Children at CEC headquarters. (GW)

ED 071 210

EC 050 280

A Guide to Federal/State Plan Review Under the Provisions of the Developmental Disabilities Services and Construction Act.

Massachusetts Developmental Disabilities Council, Boston.

Spons Agency—National Advisory Council on Services and Facilities for the Developmentally Disabled, Washington, D.C.

Pub Date 72

Note—139p.; Document prepared for the National Conference of State Planning and Advisory Councils on the Developmentally Disabled, Washington, D.C., November 16-18, 1972

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Exceptional Child Services, *Federal Legislation, Guidelines, *Handicapped Children, National Programs, *Standards, *State Federal Aid, State Programs

Guidelines are provided for analyzing the content of the various Federal/State plans specifically mentioned in the Developmental Disabilities Services and Construction Act (PL91-517). A Federal/State plan and the relevance of State plan review of the planning process are explained. State plan review is shown to be an important tool for assessing availability of services for the developmentally handicapped under certain federally assisted programs in the state. State plans are discussed in terms of standards, coverage, eligibility, and scope of services. Necessary legal, fiscal, and administrative information is given. Eleven federally assisted programs requiring a State plan under the Developmental Disabilities Act are described in terms of legal, fiscal, and administrative authority, scope of service provisions, quality of service provisions (mandated federal standards), and extent of service provisions (eligibility criteria for service). Programs are reviewed from the Federal side only, based on Federal Law and regulations, and are intended to serve as basic roadmaps from which States may initiate their own Federal/State plan review. An Addendum includes recent Federal legislation affecting Federally assisted programs requiring a State plan. (Author/KW)

ED 071 211

EC 050 281

Educational Research, Development, and Reference Group Report on Research and Development Activities—Fiscal 1972.

American Printing House for the Blind, Louisville, Ky. Dept. of Educational Research.

Pub Date 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, *Exceptional Child Research, *Instructional Materials, *Material Development, Research Projects, Tactile Adaptation, *Visually Handicapped

The annual report of the Educational Research, Development, and Reference Group at the American Printing House for the Blind summarizes research and development activities conducted

during fiscal year 1972 and those planned for fiscal year 1973. Reviewed is progress on individual projects in five major areas: aural study systems for the visually handicapped, basic research in tactual perception, braille codes pilot project educational and instructional materials research and development supported through the Instructional Materials Reference Center, and bibliographies. Also listed in the report are collaborating agencies, publications, research and development personnel, and consultants. (KW)

ED 071 212

EC 050 282

Clarkson, Frank E. Hayden, Benjamin S.

The Relationship of Family Background Factors and Neurological Status to Hyperactivity in a Normal Class Setting.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0414

Pub Date 72

Note—13p.; Paper presented at the Annual Convention of the American Psychological Association, Honolulu, September, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Elementary School Students, *Exceptional Child Research, *Family Characteristics, *Hyperactivity, Learning Disabilities, Medical Evaluation, *Neurological Defects, *Socioeconomic Status

Boys, aged 6-10 in regular classes, who were judged as hyperactive by their teachers were compared with matched non-hyperkinetic boys in terms of family background information and neurological functioning. Parent interview data were obtained on 109 hyperkinetic and 135 control Ss, while 121 hyperkinetic and 142 control Ss underwent pediatric neurological examinations. Parent interview data gathered included medical history, prenatal experiences of mother, the S's infant and preschool behavior, and socioeconomic status (SES). Although significant differences between groups were found on the neurological examination, there was a relatively low absolute incidence of neurological pathology and it was of a diffuse nature, consisting primarily of soft signs. This was seen to suggest immature psycho-physiological status, or developmental lag. Low SES was associated with hyperactivity in older (8-10 year old) hyperactive Ss; disturbance in the family situation was present more often in hyperactive than in control S's families; low SES and high family disruption scores were related within the hyperkinetic group. Findings suggested that social and environmental factors become more relevant to hyperactive behavior as age increases. (KW)

ED 071 213

EC 050 322

Physical Education for the Exceptional Child.

New York State Education Dept., Albany. Curriculum Development Center.

Pub Date 72

Note—57p.; Reprint and Revision of paper by Stafford, George and Flanagan, Michael

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Exceptional Child Education, Gifted, *Handicapped Children, *Physical Activities, *Physical Education, Program Planning

The discussion of physical education for both handicapped and gifted children is intended to assist administrators and teachers in planning, presenting, and evaluating well-balanced physical education programs. The need for physical education is discussed in terms of purposes, objectives, and the value of a well-balanced program. Examined briefly are various aspects of an adapted physical education program: recognizing individual differences, health examination and physician's recommendations, resource personnel, parental involvement, public relations, records and forms, facilities and scheduling, and preventive programs. Defined are three activity levels (unrestricted, moderate, and limited activity) at which children may be placed for physical education purposes. Major physical, emotional, and special health problems affecting children are described and specific physical activities are suggested as appropriate for each condition. Finally, purposes of measurement and evaluation are set forth. (KW)

ED 071 214

EC 050 323

Fenton, Joseph Ayers, Robert E.

Residential Needs of Severely Physically Handicapped Non-Retarded Children and Young

Adults in New York State. A Report to the Governor.

New York Univ., N.Y. Inst. of Rehabilitation Medicine.

Pub Date May 72

Note—188p.

Available from—Institute of Rehabilitation Medicine, 400 East 34th Street, New York, New York 10016 (Monograph No. 46, \$2.50)

Document Not Available from EDRS.

Descriptors—Children, Demography, Facilities, Financial Support, *Institutional Facilities, *Physically Handicapped, *Residential Care, Residential Centers, *Special Health Problems, State Surveys, Statistical Data, *Surveys, Young Adults

Data were gathered on 2,565 severely physically handicapped non-retarded persons (aged 0-55 years) in New York who were considered potentially in need of residential facilities, in order to determine the need for long term residential facilities. Statistical data are presented on the number and characteristics of persons who now have or will have this need; younger disabled adults living in 500 proprietary nursing homes; physically handicapped persons living in a public infirmary; and monthly charges and source of payment for those living in residential facilities. Representative case studies illustrate the need for residential facilities. Data are also presented on the problems and potential resources for establishing long term residential facilities. Described briefly are public and voluntary agencies in New York with the potential for extending their programs to include residential facilities, as well as selected residential facilities and housing programs in the United States and abroad. Summarized are eight other studies related to long term facilities. Based on data gathered, 18 recommendations are made concerning development of residential facilities and care. (KW)

ED 071 215 EC 050 387

The Preschool Child Who is Blind.

Office of Child Development (DHEW), Washington, D.C.

Pub Date 68

Note—27p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Folder No. 39-1953 \$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind Children, Child Rearing, *Exceptional Child Education, *Parent Education, Parent Role, *Preschool Children, *Visually Handicapped

The pamphlet contains general information and guidelines for parents of a preschool blind child. It is explained that a blind child needs what every child needs: love, good health, attention. Parents are urged to play with their blind child, give him opportunities to explore and grow, and to provide many and varied experiences for him. Although home life is considered preferential to residential care, nursery school enrollment is recommended. Additional child rearing suggestions are made concerning playmates, giving a blind child more time to learn, helping him to learn by doing, and the use of other senses. Parents are urged not to feel ashamed to seek help from parent groups or public or private agencies. (KW)

ED 071 216 EC 050 388

Stuecher, Uwe

Tommy: A Treatment Study of An Autistic Child.

Council for Exceptional Children, Arlington, Va.

Pub Date 72

Note—52p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Arlington, Virginia 22202 (\$3.25)

Document Not Available from EDRS.

Descriptors—*Autism, *Behavior Change, *Case Studies, Emotional Development, *Emotionally Disturbed, *Exceptional Child Research, Psychotherapy, Self Care Skills

An 8-year-old hospitalized severely autistic boy was given up to 8 hours per day of therapy for 5 months in an attempt to establish a strong child-therapist affection relationship (which would serve as the basis for all other therapy) and to train the child through a behavior modification program. The teacher-therapist was a graduate student supervised by a hospital psychiatrist. Tommy's symptoms included inability to relate to people, self-imposed isolation, lack of reaction to auditory stimuli, lack of speech, hyperactivity,

repetitious motions, feeding problems, and lack of toilet training and ability to dress himself. The first month of therapy was devoted to establishing physical contact and affection. Next, a behavior modification program was gradually introduced to teach personal, social, and academic skills. As a result of the one-to-one therapy, Tommy learned to speak about 70 words, became toilet trained, dressed himself, ate using utensils, learned to read and write numbers to 10 and about 20 words, improved his social skills, decreased his self isolation need, and lengthened his attention span. Emotional weaning (therapist's gradual withdrawal out of relationship) ended the therapy. (KW)

ED 071 217 EC 050 389

Suggested Solutions to Problems Teachers Encounter with their Gifted Students.

Minnesota State Dept. of Education, St. Paul. Div. of Instruction.

Pub Date 72

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Class Activities, *Exceptional Child Education, Exceptional Students, *Gifted, Intelligence Differences, Parent Attitudes, Problem Solving, Regular Class Placement, *Social Adjustment, Study Habits, Teacher Role, *Teaching Methods

Numerous problems which teachers may have with gifted students in their classes are listed and several possible solutions are suggested in outline form for each problem. Problems covered are of six types: intellectual problems of individual gifted students (arising from abilities superior to those of their classmates); study habit problems of gifted students, social problems of gifted students; parental problems; intellectual and social problems of groups of gifted students (small groups of gifted students in regular classes); and staff relationship problems of teachers of gifted students. The solutions suggested to the various problems caused by the presence of a gifted student in a regular class are intended to serve teachers as catalysts in developing other, personalized solutions. (KW)

ED 071 218 EC 050 390

Rafael, Berta

The Summer Family Conference Report of the Early Education Program.

United Cerebral Palsy of New York City, Inc., N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cerebral Palsy, *Conference Reports, *Exceptional Child Education, Parent Counseling, *Parent Education, *Physically Handicapped, Summer Programs

The report covers the first 2 years of operation of the Summer Family Conference, a 5-day program designed to provide intensive educational and counseling services to families with young (2-6 years) cerebral palsied children. Families involved were those considered hard to reach due to poverty or other factors by United Cerebral Palsy of New York City, Inc., the conference sponsor. The report of the first and second conferences covers purposes of the conference, a description of the problems of cerebral palsy (medical, learning, psychological, and social problems), planning information (conference format, criteria for selecting families and site, parent preparation, transportation), the daily program and activities, and evaluation findings. Appended are detailed conference schedules and various forms, questionnaires, and letters related to conference planning and evaluation. (KW)

ED 071 219 EC 050 391

United Cerebral Palsy Summer Family Conference.

United Cerebral Palsy of New York City, Inc., N.Y.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cerebral Palsy, Conference Reports, *Exceptional Child Education, Family Role, Pamphlets, Parent Counseling, *Parent Education, *Physically Handicapped, Summer Programs

The pamphlet describes the Summer Family Conference program for families with young cerebral palsied children, sponsored by United Cerebral Palsy (UCP) of New York City, Inc. A college campus in a rural setting is the site for a 5-day meeting attended by the children, their families, and UCP staff. The program combines education and recreation in mixed family-child sessions. Parents are instructed in the needs of their children, how to meet these needs, the services available through UCP, and how to handle difficulties encountered in living with a handicapped child. Photographs of participants illustrate the pamphlet. (KW)

ED 071 220 EC 050 392

Periodontal Disease and Oral Hygiene Among Children, United States.

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Jun 72

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Vital and Health Statistics, Series 11, No. 117, \$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, *Dental Health, Diseases, *Elementary School Students, *Exceptional Child Research, Hygiene, Incidence, *National Surveys, Special Health Problems, *Statistical Data

Identifiers—OHI S, Periodontal Index, PI, Simplified Oral Hygiene Index

Statistical data presented on periodontal disease and oral hygiene among noninstitutionalized children, aged 6-11, in the United States are based on a probability sample of approximately 7,400 children involved in a national health survey during 1963-65. The report contains estimates of the Periodontal Index (PI) and the Simplified Oral Hygiene Index (OHI-S) by various demographic characteristics (age, sex, race, family income, education of head of household, geographic region). The PI, which reflects the presence or absence of gingival inflammation and obvious pocket formation, was used in assessing prevalence and severity of periodontal disease. The OHI-S, assessing oral hygiene, reflected presence or absence of oral debris (soft foreign material loosely attached to tooth) and oral calculus (hardened foreign material firmly attached). The report also contains a correlation analysis of the interrelation of the PI, OHI-S, and selected demographic characteristics. (KW)

ED 071 221 EC 050 393

Color Vision Deficiencies in Children, United States.

National Center for Health Statistics (DHEW), Rockville, Md.

Pub Date Aug 72

Note—41p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Vital and Health Statistics, Series 11, No. 118, \$0.45)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Elementary School Students, *Exceptional Child Research, Incidence, *National Surveys, *Statistical Data, *Visually Handicapped

Identifiers—*Color Blindness

Presented are prevalence data on color vision deficiencies (color blindness) in noninstitutionalized children, aged 6-11, in the United States, as estimated from the Health Examination Survey findings on a representative sample of over 7,400 children. Described are the two color vision tests used in the survey, the Ishihara Test for Color Blindness and the American Optical Company's Hardy-Rand-Rittler Pseudoisochromatic Plates, as well as testing methods and quality control. Tables summarize prevalence rates for color vision deficiencies among 6-11 year-old children by age, race, sex, family income, place of residence, and type of defect (red-green or yellow-blue deficiencies). Figures obtained are compared with data from other U.S. and European studies reporting prevalence of color vision deficiencies. (KW)

ED 071 222 EC 050 401

Second Interim Report of the Broadly-Based Community Study of Exceptional Education.

Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.

Pub Date 10 Oct 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Educational Diagnosis, *Educational Programs, *Exceptional Child Education, *Handicapped Children, Parent Role, *Program Planning, *Public Schools, Regular Class Placement
Identifiers—Wisconsin

Presented are recommendations of a Milwaukee public school study for the purpose of providing a meaningful, effective, and comprehensive educational program for exceptional students. Fourteen recommendations covering the broad policy of exceptional education include policies on integration into normal school programs, transportation, and early childhood education. Sixteen recommendations about staff and administration include the establishment of a coordinating council to provide overall guidance, direction, and unity for the exceptional education program. A diagnosis and evaluation system for the determination of learning needs is recommended to consist of the following three levels: multidisciplinary teams as clinical field units, a central diagnostic unit, and a policy/advisory committee. Five recommendations relating to rights and responsibilities of parents stress the value of parent involvement and recommend the establishment of an administrative and judicial appeal process. Given are 15 program recommendations about communications services, sensory motor provisions, the handling of behavior and learning disabilities, and provision for intellectual differences. Also recommended are adequate physical facilities, a change in funding procedure, and increased inservice training. (DB)

ED 071 223 EC 050 402

Slaved, Henning

Pedagogical Background and Evaluation for an Administrative and Functional Combination of All Danish Special Education Facilities. Fifth Edition.

Pub Date 72

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administration, Administrative Organization, Educational Facilities, Educational Needs, *Educational Programs, *Exceptional Child Education, Foreign Countries, *Handicapped Children, Program Evaluation, *Social Services
Identifiers—*Denmark

The author evaluates the educational needs of handicapped children in Denmark, discusses recent psychoeducational research pertinent to those needs, and makes recommendations for improving the division of administrative responsibility between the educational and social services departments. Research concerning the relative benefits of special class and regular class placement is discussed. Examined are programs offered by the Danish department of education (centers for special education, hospital schools, remedial schools, special classes, and observation schools) and by the Danish department of social services (programs for the hearing impaired, the visually handicapped, the motor handicapped, the mentally retarded, the speech handicapped, and handicapped kindergarten children). Also studied are cooperative projects between the education and social services departments (counseling services, itinerant teaching services). A lack of special programs for epileptic children, psychotic children, and children in foster schools is noted. Recommendations are made concerning planning for services to handicapped children in a particular Danish county, physical facilities, staff resources, experimental activities, materials, budget standards, diagnostic or observation centers, and administrative organization of services to handicapped children. The educational and social services for handicapped children in Denmark are compared to those in Norway, Sweden, Finland, and Iceland. (GW)

ED 071 224 EC 050 403

Vockell, Karen And Others

Language for Multiply Handicapped Deaf Children: Project LIFE.

Purdue Univ., Hammond, Ind. Calumet Campus.

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aurally Handicapped, *Exceptional Child Research, *Language Instruction, *Language Programs, Mentally Handicapped, *Multiply Handicapped, Perceptual Development, Sensory Training, Thought Processes
Identifiers—Project LIFE

The study tested the effectiveness of Project LIFE, a program language system, on a population of mentally retarded and/or learning disabled deaf children at Indiana State School for the Deaf. The perceptual training sequences and the thinking activities sequences of Project LIFE were implemented and evaluated. Pretest and posttest comparisons of two groups (five Ss each) of 6 to 10 year old students on the perceptual training sequence indicated significant gains in the program objectives. Pretest and posttest comparisons of a group of 9 to 11 year old students on the thinking activities sequence also showed high levels of improvement. (Author)

ED 071 225 EC 050 404

Ball, Howard G.

Educable Mentally Retarded Students' Perceptions of Teachers' Nonverbal Behavior.

Pub Date 72

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Caucasian Race, *Educable Mentally Handicapped, *Exceptional Child Research, Junior High School Students, Lower Class, Mentally Handicapped, Middle Class, Negro Youth, *Nonverbal Communication, *Perception, Racial Differences, Racial Factors, *Socioeconomic Influences, Teachers

The study assessed the perceptions of 84 educable mentally retarded (EMR) junior high school students (black and white from lower and middle class socioeconomic status) regarding the nonverbal communicative behaviors of teachers. The C. M. Galloway Categories of Teachers' Nonverbal Behaviors were employed to determine how racial characteristics and socioeconomic class status might affect person perceptions. Data indicated that EMR Ss with higher social inferential skills did not view inhibiting (inattentive, unresponsive and disapproving) teacher behaviors any differently than did Ss with lower inferential skills. It was found that race was statistically significant to one dependent variable, enthusiastic support. Black Ss scored higher toward the black teacher-actor while white Ss scored higher on the white teacher-actor's performance. Lower class black and white Ss gave a higher score to the black teacher-actor within the helping category, while middle class black and white Ss rated the white teacher-actor higher. Lower class status blacks were found to be more tolerant to the unresponsive category than middle class blacks. The middle class black EMR Ss were most rejecting of all four groups (black-lower, white-lower, and white-middle) toward unresponsive teachers' nonverbal behavior. (GW)

ED 071 226 EC 050 462

Lazar, Alfred L. Ernandes, Carol

The Relationship Between the Is of Identity and Attitude toward Disabled Persons Scales.

Pub Date Nov 72

Note—7p.; 51st Annual Meeting of California Educational Research Association, San Jose, California, November 8-9, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, College Students, *Correlation, *Exceptional Child Research, Handicapped Children, *Social Adjustment, *Social Attitudes, *Testing

A correlational analysis was conducted between scores obtained on the Is of Identity Test (IOI) and the Attitude Toward Disabled Persons Scale (ATDP) by 105 graduate and undergraduate university students enrolled in an introductory special education course. The IOI is a 100 item scale designed to measure social adjustment, while the ATDP measures acceptance or rejection of the disabled and nondisabled. A significant correlation was found between the two sets of scores. It was suggested that there might be a relationship between high levels of social adjustment and acceptance of the disabled. Data were thought to support the assumption that there is a close relationship between symbolic models and reality. (GW)

ED 071 227 EC 050 463

Telser, Elsa B. Rutherford, David R.

Clinical Assessment of Word-Finding Abilities of Stuttering and Nonstuttering Children.

Pub Date 72

Note—9p.; Reprint from Proceedings, 80th Annual Convention, American Psychological Association, Honolulu, Hawaii, September 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Exceptional Child Research, Speech Handicapped, *Speech Skills, *Stuttering, *Verbal Ability, Verbal Tests, *Word Recognition

The word finding skills of a group of 20 stuttering children (5 to 12 years of age) were compared with those of a control group of 20 normally speaking children matched for age and socioeconomic status. The Northwestern Word Latency Test was administered in which each child was shown 46 pictures of common objects. Any picture not named readily on the initial presentation was eliminated from subsequent administrations of the test for that child. Four additional administrations of the remaining pictures in the series were carried out. Fifty-five percent of the Ss were found to have easily demonstrable word finding problems. Older children in both the stuttering and nonstuttering groups named pictures faster than the younger, but the older stutterers were only as fast as the younger nonstutterers. Moreover, young and old stutterers without word finding difficulties did not differ in meaning response time from young nonstutterers. (GW)

ED 071 228 EC 050 464

National Park Guide for the Handicapped.

National Park Service (Dept. of Interior), Washington, D.C.

Pub Date 71

Note—79p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2405-0286 \$40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Services, *Guidelines, *Handicapped Children, *National Programs, Recreation, *Recreational Facilities

The national park guide for handicapped persons describes the accessibility of national battlefields, national historic parks, national lakeshores, national monuments, and national recreational areas to handicapped persons including deaf, blind, or physically handicapped individuals and persons with heart or respiratory ailments. Tips on numbers of steps, availability of ramps, assistance from park personnel, and elevation are provided for approximately 250 cities which are listed alphabetically according to state location. (GW)

ED 071 229 EC 050 466

Hall, William F. Sieswerda, David

Workshop in the Education of the Exceptional Child.

Arizona State Univ., Tempe.

Pub Date 72

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Disadvantaged Youth, Emotionally Disturbed, *Exceptional Child Education, Gifted, *Handicapped Children, *Identification, Learning Disabilities, Mentally Handicapped, *Teaching Methods, *Workshops

The volume, based on workshop proceedings, discusses identifying characteristics of various handicapping conditions and describes relevant teaching methods and curricula. Characteristic behaviors of aggressive and withdrawn emotionally disturbed children are specified. Discussions of mentally handicapped children center on problems of identification, teacher characteristics, curriculum, behavior modification, elimination of maladaptive behavior, referrals, screening, perception, personal and social competencies, vocational education and cooperative agencies. Examined are learning disabilities related to auditory and visual reception, auditory and visual association, manual expression, auditory and visual closure, and auditory and visual sequential memory. Also treated are the educational history, sociological influences, identification, testing, teacher characteristics, and enrichment of gifted individuals. The education of bilingual children is considered in relation to historical background, development of language skills, the Title VII Program, the Head Start Program, Indian children, migrant children, and the record transfer system. Speakers, films, and class trips of the workshop program are listed. (GW)

ED 071 230 EC 050 467

Matthews, Geraldine M.

Library Information Service Programs in Residential Facilities for the Mentally Retarded.

Wisconsin State Dept. of Public Instruction,
Madison. Div. of Library Services.

Pub Date Jan 71

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Aids, Directories, *Exceptional Child Services, *Information Centers, Instructional Materials, *Library Services, *Mentally Handicapped, Personnel, Program Descriptions, *Residential Programs

The directory lists approximately 120 library information service programs in residential facilities for the mentally retarded. Each program is described in terms of its collection (journals, books, films, and tapes), space, services (story hours, reference questions, bibliographies, and translation services), budget, clientele, and program summary. Charts provide an overview of the individual programs, staff and resources in the residential facilities polled in 1970 as well as the audiovisual materials and equipment reported by the same institutions in 1971. A personnel directory lists librarians and audiovisual specialists by state and alphabetically. Programs are listed by state location. (GW)

ED 071 231 EC 050 506

Thurlow, Martha L. Turnure, James E.

Mental Elaboration and the Extension of Mediation Research: List Lengths Effects of Verbal Phenomena in the Mentally Retarded. Research Report #19.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Jun 71

Grant—OEG-09-332189-4533(032)

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Educatable Mentally Handicapped, *Exceptional Child Research, Literature Reviews, Mediation Theory, Mentally Handicapped, *Paired Associate Learning, Paragraphs, Sentences, *Training Techniques, *Verbal Learning

The relative effectiveness of three types of elaboration (sentences, semantic paragraphs, and syntactic paragraphs) on paired associate learning in 75 educable mentally retarded Ss was tested under list lengths of eight, 12, 16 and 24 pairs. For all lists except the eight pair list, the elaborators were found to be equally and highly effective as mediators for paired associate learning, with Ss responding correctly to an average of at least 60% of the items on the first trial in all treatment conditions. At the eight pair level, the semantic paragraph group was found to be superior in learning to the sentence group. Following their performance on the paired associate task, Ss were asked to recall the original form of the elaborators given during training. Data indicated that the large percentage of pairs correctly recalled during the first acquisition trial at all list lengths was related to the ability of the S to store the meaning of the elaborators rather than the ability to recall the exact form of the elaborator. Reviewed was literature on verbal mediation in the mentally retarded, verbal elaboration and paired associate learning, and extensions of verbal elaboration research. Stimulus response pairs and their verbal elaborators were presented in an appendix. (Author/GW)

ED 071 232 EC 050 507

Bruininks, Robert H. And Others

Prevalence of Learning Disabilities: Findings, Issues, and Recommendations. Research Report #20.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Jun 71

Grant—OEG-09-332189-4533(032)

Note—41p. Paper presented at the annual International Convention of the Council for Exceptional Children (49th, April 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Identification, *Incidence, *Learning Disabilities, *Research Methodology, Research Reviews (Publications), *Statistical Data

The authors discussed common approaches used to identify school children with learning difficulties, examined past studies on the prevalence of learning disabled school children, surveyed methodological and conceptual problems in identifying children with learning problems, and presented recommendations for future prevalence studies. Prevalence projections of learning disabled children in various elementary school populations were discovered to range from approximately 1 to over 30%. Surveys using achievement expectancy formulas were found to report lower percentages (between 4 and 15%) than speculative estimates by authorities and studies of children achieving below grade level. Differences in defining criteria, instrumentation, methods of analysis, characteristics of samples, and quality and extent of instructional history were thought to account for the wide variations in the characteristics of children with reported learning difficulties. Recommendations such as the following were offered: variables should be selected for possible inclusion into prediction equations which minimize potential content overlap between the predictors and the achievement measures, and the criterion of disparity between predicted and actual achievement should vary according to the length of time the students have been exposed to systematic instruction. (GW)

ED 071 233 EC 050 508

Turnure, James Larsen, Sharon

Outerdirectedness of Educable Mentally Retarded Boys and Girls. Research Report #21.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Sep 71

Grant—OEG-09-332189-4533(032)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, Childhood, *Educatable Mentally Handicapped, *Exceptional Child Research, *Learning Characteristics, Mentally Handicapped, *Task Performance

Forty-two educable mentally retarded children (21 boys, 21 girls) performed an oddity learning task in one of three conditions: experimenter not present, experimenter present and providing relevant cues (RC), and experimenter present and providing irrelevant cues (IC). The experiment was designed to test J. Turnure's outerdirectedness hypothesis which states that nontask orienting behavior by retarded individuals reflects an information seeking strategy rather than vacuous orienting to a salient social stimulus. Data on Ss' learning revealed significant treatment effects only for boys with performance being better in the RC than in the IC condition. Data on glancing behavior confirmed the hypothesis that Ss would generally show greater nontask orienting behavior in the presence of an experimenter. Reversal trials confirmed these findings and also indicated a significant positive correlation between learning and glancing in the RC condition and a significant negative correlation between them in the IC condition. (Author/GW)

ED 071 234 EC 050 509

Taylor, Arthur M. And Others

Mental Elaboration and Learning in Retarded Children. Research Report #22.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Sep 71

Grant—OEG-09-332189-4533(032)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, Childhood, *Educatable Mentally Handicapped, *Exceptional Child Research, *Imagery, Learning Characteristics, Mentally Handicapped, *Paired Associate Learning, Training Techniques, *Verbal Learning

Twenty-four educable mentally retarded children (10 to 15 years old) were randomly assigned to one of three treatment conditions (repetition-control, verbal context, and imagery) to determine the effects of elaboration on paired as-

sociate (PA) learning. Data from performances on two lists supported the hypothesis that elaboration in the form of either images or verbal contexts would greatly facilitate PA recall. Analysis did not support a secondary hypothesis that the imagery elaboration group would recall significantly more nouns than the verbal context elaboration group. No statistically significant differences were found between the two types of elaboration. Results were discussed in terms of A.R. Jensen's theory of primary and secondary mental retardation. (Author/GW)

ED 071 235 EC 050 510

Bart, William M. Krus, David J.

An Ordering-Theoretic Method to Determine Hierarchies Among Items. Research Report #23.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Sep 71

Grant—OEG-09-332189-4533(032)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Measurement Techniques, *Models, *Statistical Analysis, *Theories

Presented is a measurement method derived from ordering theory in which hierarchies among items are determined by processing item response patterns according to rules of symbolic logic. The method, based upon a boolean algebraic framework, is said to provide an alternative to classical measurement methods which assume that the trait to be measured is linearly ordered and can be measured with a simple additive model. An example of data analysis by the ordering theory method is provided for a rating scale of guilt in socially embarrassing situations. It is suggested that learning hierarchies, item hierarchies, behavioral sequences, and cognitive stage theories could all be more carefully studied by the proposed method. (Author/GW)

ED 071 236 EC 050 511

Taylor, Arthur M. And Others

Elaboration Training and Verbalization as Factors Facilitating Retarded Children's Recall. Research Report #24.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Dec 71

Grant—OEG-09-332189-4533(032)

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Educatable Mentally Handicapped, *Exceptional Child Research, Imagery, Learning Characteristics, Mediation Theory, Mentally Handicapped, *Paired Associate Learning, Sentences, *Training Techniques, *Verbal Learning

The effects of two types of elaboration training (imagery and sentence generation) on the paired associate learning of 32 educable mentally retarded children (aged 9 to 13 years were compared over two levels of verbalization (none and overt). Each S was first tested on a warmup list, then trained to generate elaborations, and finally given two trials to learn a list of 18 noun pairs. Data indicated that overt verbalization would facilitate recall under both types of elaboration training, but not that recall would be better facilitated by imagery than by sentence elaboration. Possible explanations of the general effectiveness of overtly verbalized elaboration were examined. Appendixes included instructions from each of the four treatment conditions. (Author/GW)

ED 071 237 EC 050 512

Turnure, James E. Thurlow, Martha L.

Verbal Elaboration and the Promotion of Transfer of Training in Educable Mentally Retarded Children. Research Report #25.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Nov 71

Grant—OEG-09-332189-4533(032)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, *Learning Characteristics, Mentally Handicapped, Training Techniques, *Transfer of Training, *Verbal Learning

The ability of 23 educable mentally retarded children (mean chronological age, 9 years) to transfer verbal elaboration techniques to a labeling task was tested following one, two, or no elaboration experiences. An additional 18 retardates were tested in two outside control conditions to identify the effects of reversal experience on acquisition and transfer. Since analysis of first trial errors and trials to criterion revealed no differences in performance attributable to reversal experience, the two outside control group conditions were combined with the appropriate experimental conditions for further statistical analyses. Data showed that, relative to the performance of Ss not receiving elaboration experience, those receiving one elaboration experience showed little evidence of transfer while those receiving two elaboration experiences revealed a quite clear transfer performance. Findings were discussed in terms of the failure of previous studies to document transfer of training. (Author/GW)

ED 071 238

EC 050 513

Samuels, S. Jay

Attention and Visual Memory in Reading Acquisition. Research Report #26.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Nov 71

Grant—OEG-09-332189-4533(032)

Note—34p.; Paper presented at American Psychological Association Convention, Washington, D.C., September 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, *Exceptional Child Education, Learning Disabilities, Learning Processes, Memory, *Paired Associate Learning, Perceptual Motor Learning, Reading, *Reading Difficulty, *Reading Skills, *Skill Analysis, Visual Learning

Tasks involved in paired associate learning (attention, perceptual learning, visual and auditory memory, response learning, and stimulus-response connections) are identified as some of the same skills and strategies involved in learning to read. Two studies on visual memory, the developmental lag hypothesis, and reading ability are examined to show that memory strategies and the ability to encode these are important factors in visual memory and that good readers are superior to poor readers in differentiating hard to distinguish stimulus terms in paired associate learning tasks. Good readers are thought to have a superiority in perceptual learning and recall which transfers to reading subskills. Studies on attention, acquisition and transfer are examined along with models of memory and studies on the role of distinctive feature training in acquisition and transfer. The author concludes that attention and memory are active processes which involve the use of strategies and which undergo developmental changes. Teachers are urged to teach paired associate learning as a multistage process beginning with perceptual learning tasks in order to improve visual memory skills. Goals for beginning readers are said to be accuracy and automaticity in the following successive skills: distinctive feature learning, schemata (chunk) learning, and the making of stimulus-response connections. (GW)

ED 071 239

EC 050 514

Moores, Donald F. McIntyre, Cynthia K.

Evaluation of Programs for Hearing Impaired Children: Report of 1970-71. Research Report #27.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Dec 71

Grant—OEG-09-332189-4533(032)

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, *Aurally Handicapped, *Early Childhood Education, Educational Facilities, *Educational Programs, Equipment Utilization, *Exceptional Child Research, Manual Communication, Oral Communication, Personnel, Preschool Children, *Program Descriptions, Program Evaluation, Student Evaluation

The study, based on L. Cronbach's Characteristics by Treatment Interaction model, investigated seven preschool programs for aurally handicapped children which variously employed the oral-aural method, the Rochester method, or the total communication method. Equipment, materials, grouping procedures, and activities were indicated for each program. Programs were compared for degree of parent involvement, adequacy of facilities and personnel, administrative organization of services, pupil populations, and degree of program structure. One hundred and two children from the programs were selected as the sample population. Data were reported from the Leiter Performance Test, the Illinois Test of Psycholinguistic Abilities, classroom observation, communication analysis, pupil records, the Brown Parent Attitude Scale, and a semantic differential measuring parent attitudes towards concepts related to deafness. Conclusions such as the following were drawn: children in structured programs tended to have higher IQ scores than those in unstructured programs; gestures were the most common mode of communication between children, regardless of the program's official methodology; communication from child to teacher most frequently involved the oral-aural mode; and no differences were found in speechreading abilities in the oral-combined and structured-unstructured comparisons. (GW)

ED 071 240

EC 050 515

Turnure, James E. Thurlow, Martha L.

Verbal Elaboration Phenomena in Nursery School Children. Research Report #28.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—BR-332189

Pub Date Dec 71

Grant—OEG-09-332189-4533(032)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Learning Characteristics, Mediation Theory, *Mentally Handicapped, *Paired Associate Learning, Paragraphs, *Preschool Children, Sentence Structure, *Verbal Learning

Two studies investigated characteristics of verbal elaborations (length and number of relations provided by the syntactic construction) to determine what makes them effective mediators for young children. Study I treated the role of an elaboration's length in facilitating paired associate learning in 22 nursery school children. Data indicated that longer paragraphs (three sentences) might be more effective than shorter paragraphs (two sentences), and that factors other than length might be important as well. Study II demonstrated that when 17 five year old children were given elaborations containing three relations (either sentences or paragraphs), they made fewer errors than those given one-relation sentences. Results indicated that within grammatically appropriate constructions, relational characteristics were more important than either the specific structures studied or physical length of an elaboration in facilitating paired associate performance. Similarities in the performance trends of normal and retarded children across levels of task difficulty were examined. (Author/GW)

ED 071 241

EC 050 516

Danner, Fred W. Taylor, Arthur M.

Pictures and Relational Imagery Training in Children's Learning. Research Report #29.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Dec 71

Grant—OEG-09-332189-4533(032)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Association (Psychological), *Associative Learning, *Childhood, *Imagery, Learning Processes, Memory, *Recall (Psychological), Symbolic Learning, *Training Techniques

The study was designed to developmentally assess the effect of relational imagery training, unitized pictorial relations, and the combination of both on the recall of noun triplets by 120 first, third and sixth graders. In the unitized picture condition, relations were imposed by the experimenter, whereas the relational imagery training condition required that the child generate his own relations. Mean recall under the three experimental conditions was found to be from two to six times greater than that of a control group for grades one, three, and six. Relational imagery training (the generation of pictorial relations) was reported to be highly effective even with first grade children. By sixth grade, subject-generated relations provided higher mean recall than experimenter-imposed relations. It was suggested that encouraging young children to generate relations might help them to become more confident in their ability to improve their own learning efficiency. (For a related paper describing the above study, see ED 066 757). (Author/GW)

ED 071 242

EC 050 517

Rynders, John E. Horrobin, J. Margaret

A Mobile Unit for Delivering Educational Services to Down's Syndrome (Mongoloid) Infants. Research Report #30.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Jan 72

Grant—OEG-09-332189-4533(032)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Exceptional Child Research, Infancy, *Itinerant Teachers, *Language Instruction, Mentally Handicapped, *Mobile Classrooms, *Mongolism, Program Descriptions

A mobile unit was used over a 2 1/2 month period to demonstrate that a mobile tutoring program for eight infants with Down's Syndrome (12 to 18 months old) had certain educational, economic, and logistical advantages. The vehicle and camper body were said to have been chosen according to the following criteria: sufficient height to permit an adult to stand without stooping, basic housekeeping and child care accommodations, a working area large enough to accommodate one child and one adult, and adequate lighting, heating and cooling apparatus. The program employed two undergraduate women selected because of their ability to relate to young children effectively, careful driving habits, excellent language skills, and willingness to help create and carefully implement lesson plans. The curriculum emphasized planned language stimulation through gamelike activities such as finger plays, music, art, tea parties, sandbox activities and water play. It was reported that seven of the eight children adapted readily to the new learning environment and that the cost of providing itinerant teaching services (3 hours per child per week) compared favorably with the usual cost of providing a public school teacher for homebound children. (GW)

ED 071 243

EC 050 518

Turnure, James E. Larsen, Sharon N.

Outerdirectedness in Mentally Retarded Children as a Function of Sex of Experimenter and Sex of Subject. Research Report #31.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date Mar 72

Grant—OEG-09-332189-4533(032)

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attention Span, Childhood, *Educable Mentally Handicapped, *Exceptional Child Research, *Learning Characteristics, Mentally Handicapped, *Sex Differences

The effect of same sex and cross sex experimenters on the attentive behaviors and learning of 64 educable mentally retarded children were examined under two conditions: experimenter not present; and experimenter present and providing cues relevant to task mastery. Female Ss were found to perform significantly better with male experimenters than with females, while male Ss performed significantly better with female experimenters than with males. Ss in the experimenter present condition showed slightly, but not significantly, better learning and exhibited significantly greater numbers of nontask orienting responses than Ss in the experimenter not present condition. Reversal trials showed greater glancing and superior reversal learning when experimenters were present and providing relevant cues. Response latency data was included in the description of differential response characteristics of learners and nonlearners in the study. (Author/GW)

ED 071 244 EC 050 519

Turnure, James E. Larsen, Sharon N.

Effects of Various Instruction and Reinforcement Conditions on the Learning of the Three-Position Oddity Problem by Nursery School Children. Research Report #32.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—332189

Pub Date Mar 72

Grant—OEG-09-332189-4533(032)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discrimination Learning, *Learning Characteristics, *Preschool Children, *Reinforcement, *Research Projects, *Teaching Methods, Transfer of Training

Investigated were the effects of varying instructional explicitness (minimal, general, and explicit) and types of reinforcement (none, extrinsic, and intrinsic or relational) on the learning of an oddity discrimination task by 48 nursery school children. Ss were randomly assigned to six groups where general or minimal instructional explicitness was reinforced in one of three ways. Twelve other children were assigned to a contrast group that received particularly explicit instructions and intrinsic reinforcement. No significant differences in learning were found among the six groups of the major design, but the contrast group was found to perform significantly better when compared with groups receiving minimal and general instruction. No significant difference emerged from an analysis of the contrast condition with the three reinforcement conditions. Different stimuli were used in a test of transfer of training in which 32 of 34 Ss who had earlier reached criterion made successful transfers. A significant correlation of chronological age and original learning was found across the total subject sample, but not within any group or condition except the minimal instruction-no reinforcement condition. Data from two other samples involved in a replication study and an initial pilot study were also reported. (Author/GW)

ED 071 245 EC 050 520

Krus, David J. Bart, William M.

An Ordering-Theoretic Method of Multidimensional Scaling of Items. Research Report #33.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—332189

Pub Date Mar 72

Grant—OEG-09-332189-4533(032)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Item Analysis, *Measurement Techniques, *Statistical Analysis, *Theories

Presented is a method, derived from ordering theory, for the multidimensional scaling of dichotomous item data. The method is said to be related to the methodological multivariate extension of I. Guttman's scalogram analysis developed by C. Coombs and his students. An example is used to compare the data analytic results of the ordering theoretic method and the results of Coombs' method using the conjunctive model.

Some relationships of the ordering theoretic method to conventional psychometric data analytic procedures are discussed. (Author/GW)

ED 071 246 EC 050 521

Turnure, James E. Thurlow, Martha L.

Verbal Elaboration in Children: Variations in Procedures and Design. Research Report #34.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—332189

Pub Date Mar 72

Grant—OEG-09-332189-4533(032)

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Learning Characteristics, Media Theory, *Paired Associate Learning, Paragraphs, *Preschool Children, Sentences, *Training Techniques, *Verbal Learning

Reported were two studies designed to clarify the effects of verbal elaboration on children's learning. Study I was undertaken to replicate, with controlled training times, an earlier investigation of the effects of three types of extended verbal elaboration (sentences, semantic paragraphs, and syntactic paragraphs). Trials to criterion analyses of data from 42 children (aged 5 to 7) replicated previous studies: Ss in both paragraph groups performed significantly better than sentence condition Ss. Analyses of first trial errors, however, failed to find significant differences between the sentence and syntactic paragraph groups. Study II was designed to confirm earlier findings regarding the relative effects of labels and paragraphs on learning in very young children when training times were strictly controlled. Eight nursery school children (40 to 45 months old) were tested in labeling and paragraph conditions in a repeated measures design. The very poor performance of Ss in the labeling condition and their almost perfect performance in the paragraph condition was thought to suggest that they were not able to produce mediators on their own, but that they were able to use mediators supplied to them to facilitate paired associate learning. Both studies were found to support previous conclusions that extended verbal elaborations facilitate children's learning more than nonelaboration (labels) or simple sentences. (Author)

ED 071 247 40 EC 050 522

Kretschmer, Richard R., Jr.

A Study to Assess the Play Activities and Gesture Output of Hearing Handicapped Pre-school Children. Final Report.

Cincinnati Speech and Hearing Center, Ohio.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—45-2109

Pub Date Apr 72

Grant—OEG-09-452109-2467

Note—267p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Aurally Handicapped, Behavior Patterns, Communication (Thought Transfer), *Exceptional Child Research, Hearing Loss, *Play, *Preschool Children, *Social Relations

The individual play habits and social interaction styles of 71 hearing impaired and 71 normally hearing preschool children were studied. Children were individually placed in a television studio constructed to resemble a nursery school, and videotape cameras were situated to record all activity occurring within the set. Evaluation of the 142 videotapes concerned both activities performed and objects engaged. Results indicated that hearing impaired children were more active, displayed more scanning behaviors using all sensory modalities, displayed more fearful behaviors, and engaged in little actual play. The social interaction study consisted of an evaluation of three triads each of normally hearing and hearing impaired children by means of an interaction rating scale. Researchers found that the hearing impaired groups were less cohesive and produced fewer successful social contacts than the normally hearing children. Gesturing as a communication device was more evident in hearing impaired children than was speech. (Author/GW)

ED 071 248 40 EC 050 523

Investigation of Systematic Instructional Procedures to Facilitate Academic Achievement

in Mentally Retarded Disadvantaged Children. Final Report.

Washington Univ., Seattle, Child Development and Health Retardation Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—572167

Pub Date Sep 71

Grant—OEG-09-572167-4270(032)

Note—198p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, Classification, Curriculum Development, *Disadvantaged Youth, *Educable Mentally Handicapped, *Exceptional Child Research, Mathematics, Mentally Handicapped, *Precision Teaching, Programmed Instruction, Reading, Reinforcement, Socioeconomic Influences

Investigators applied the techniques of precision teaching (systematic arrangement of instructional cues, the technology of programed learning, careful management of reinforcement contingencies, and continuous measurement of performance) to improve the academic performance of disadvantaged children who had been labeled mentally retarded. The program also aimed at developing an effective and replicable reading and math program incorporating principles of precision teaching and errorless learning procedures. The project was organized into a 2 year program with experimental and control group classrooms. Analysis of the Wide Range Achievement Test results showed that mean grade gains in reading and math were approximately three times higher for the experimental classes than for the control groups. The experimental classes returned eight of the original 24 students to regular classes, while the control classes returned none out of a possible 24 students. Results were thought to confirm the hypothesis that a high percentage of children from an economically depressed area are labeled mentally retarded for socio-environmental reasons and that such children are capable of acquiring basic skills given a learning environment which maximizes pupil performance. Presentation procedures, academic materials, and evaluation and contingency management procedures were explained in detail. (GW)

ED 071 249 EC 050 524

Watt, Norman F.

Personality Development in Public School Children. Final Report.

Massachusetts Univ., Amherst.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.—BR-O-A-052

Pub Date 20 Jan 72

Grant—OEG-1-70-000052-0021(509)

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Patterns, Emotional Adjustment, Emotionally Disturbed, *Exceptional Child Research, *Identification, Intellectual Development, *Personality Development, Public Schools, *Schizophrenia, Social Relations

Investigators compared the emotional adjustment, intellectual functioning, scholastic performance, and social behavior of 54 children who became schizophrenic mental patients with that of 143 matched controls. The following conclusions were drawn: indications of potential schizophrenia include behavioral and emotional deviation in childhood, death of one's parent during childhood, serious organic handicap, declining mathematical ability in adolescence, and family conflict; behavioral deviations of preschizophrenics were obvious enough that teachers commented on them spontaneously in cumulative school records; behavioral differences did not appear prominently until adolescence; and behavioral deviations in preschizophrenic boys and girls differed as did their patterns of change. There was little evidence of either alienation or reversal in sex role adjustments for either gender. The preschizophrenics achieved lower overall I. Q. scores, but they did not differ from their own siblings in intelligence. Since patterns of mathematical deviancy were the same for boys and girls, it was concluded that a deficiency in mathematical skill was prodromal for both genders of the cognitive disruption that often characterizes schizophrenics. (Author/GW)

ED 071 250 40 EC 050 525

Naber, E. Harris

The Development of Audiologic Criteria to Differentiate Between Auditory Thresholds and Cutile Thresholds of Deaf Children. Final Report.

Massachusetts Univ., Amherst.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-8-0321

Pub Date Sep 71

Grant—OEG-0-8-080321-4463(032)

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, *Audiology, *Audition (Physiology), *Auditory Tests, *Aurally Handicapped, *Cutaneous Sense, Deaf, *Exceptional Child Research, Testing Problems

Researchers investigated a variety of audiologic procedures to determine whether they could differentiate between auditory thresholds and cutile (cutaneous-tactile) thresholds of 32 deaf adolescents. Ss were classified into one of the following three groups: a cutile group with no pure tone thresholds beyond 750 Hertz (Hz); a group of questionable classification with responses at 1000 Hz; and Ss designated partially deaf with elicited thresholds at 2000 Hz or above. The responses of the Ss were statistically analyzed to ascertain if the groups were functionally related or differentiated relative to a number of psychophysical auditory procedures. All Ss were profoundly deaf, had normal intelligence, good emotional stability, and no history of brain damage. Instrumentation included a Beltone 150, Maico M-24, Grason-Stadler Bekesy audiometer, Grason-Stadler speech audiometer, Bruel and Kjar sound level meter, Sony tape recorder, and rubber ear inserts. Numerous tests were administered including tests of pure tone air conduction thresholds, pure tone bone conduction thresholds, mastoid versus forehead bone conduction, and occlusion thresholds. Conclusions were said to support the thesis that audiograms of deaf children could be designated as cutile to indicate a total hearing loss or classified as partially deaf to indicate some auditory reserve. (GW)

ED 071 251 40 EC 050 526

Furth, Hans G.

A Thinking Laboratory Adapted for Deaf Children. Final Report.

Catholic Univ. of America, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—18-2044

Pub Date Dec 71

Grant—OEG-0-9-182044-0784(032)

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aurally Handicapped, Childhood, Cognitive Processes, *Concept Formation, *Exceptional Child Research, Kindergarten Children, *Language Role, Learning Laboratories, *Learning Processes, Nonverbal Learning, Thought Processes, Verbal Learning

Identifiers—Piaget (Jean)

Elementary school (kindergarten through sixth grade) deaf children were exposed to varied thinking activities based on J. Piaget's principle of action rooted intelligence to determine if thinking might be successfully encouraged in the classroom through activities which were not highly dependent on verbal performance. Each class of approximately eight students was divided in half, with one half being placed in the experimental thinking lab and the other half in the control language lab. Each child attended one of the labs for one half hour once a school day. The experimental group was engaged in thinking games involving classification, perspective, symbol-picture logic, and probability. The control group was trained in areas such as vocabulary, sentence structure, and conversational skills. Results of testing were inconclusive since both groups improved on thinking skills and neither showed improvement on measured verbal tests. Reasons thought to account for the results were that the skills to be tested developed only gradually and cannot be readily assessed and that the training period was short (1 1/2 years). (Author/GW)

ED 071 252 40 EC 050 527

Bulgarella, Rosaria A.

Facilitation of Cognitive Development Among Children with Learning Deficits. Final Report.

California State Coll., San Bernardino Foundation, San Bernardino.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Bureau No.—BR-8-0054

Pub Date Aug 71

Grant—OEG-0-8-080054-2694(032)

Note—360p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Classification, Cognitive Development, Concept Formation, Conservation (Concept), *Exceptional Child Research, *Instructional Materials, Mathematics, *Mentally Handicapped, *Number Concepts, *Training Techniques

Identifiers—Piaget (Jean)

The project, consisting of five experiments, attempted to develop remedial procedures and materials for retarded children with learning deficits in the area of arithmetic. Standardized training procedures were devised to facilitate development of operations (conservation, ordination, cardinality, and classification) which J. Piaget describes as related to number readiness. Training procedures included manipulation of objects, introduction of conflict, individual programming, knowledge of results, and training to criterion. The experiments treated the following five topics respectively: the acquisition of conservation of quantity by educable mentally retarded children; the acquisition of conservation, ordination, cardinality, and classification by educable retardates; the acquisition of quantity by institutionalized educable and trainable retardates; the effectiveness of conservation, ordination, cardinality, and classification training procedures with educable and trainable retardates; and the use of group procedures in conservation, ordination, cardinality, and classification training of educable retardates. Data were found to demonstrate that it is possible to accelerate cognitive development in retarded children by means of the above training procedures. Appendixes contain information on the required materials, the procedures and the instructions for various lessons devised in the experiments. (GW)

ED 071 253 EC 050 834

McCoy, George F.

The Team Approach in Diagnosing and Educating the Visually Impaired Pupil.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Exceptional Child Education, *Interdisciplinary Approach, Measurement, Medical Evaluation, Psychological Evaluation, Social Work, *Staff Role, *Visually Handicapped

Information presented is intended to give each member of the interdisciplinary team (physician, optometrist, social worker, psychologist, teacher) a working knowledge of what each is able to do for a visually handicapped child. Discussion of medical considerations of visual impairment covers anatomy, physiology, and pathology of the eye, and medical evaluation and treatment techniques. Measurement of vision is reviewed in terms of mechanics of vision, definitions of visual impairment and measurement terms, and vision screening. Examination of casework services for the visually handicapped child includes working with parents, services with children, caseworker/teacher relationship, and coordination functions of the caseworker. Psychological evaluation principles and techniques as related to the visually handicapped child are explained. Finally, educating the child is described (objectives, facilities, classroom activities, securing parental support). The role of each specialist is related to the work of the interdisciplinary team. (KW)

ED 071 254 EC 050 836

Kempton, Winifred And Others

Love, Sex and Birth Control for the Mentally Retarded. A Guide for Parents.

Pub Date 71

Note—39p.

Available from—Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$7.5)

Document Not Available from EDRS.

Descriptors—*Exceptional Child Education, Guidelines, *Mentally Handicapped, *Parent Education, *Sex Education

The guide is intended to help parents talk to their retarded child about sex and to answer the child's sex-related questions. The term sex education is interpreted to cover all areas having to do with human sexuality, including attitudes, feelings, behavior, and relating to oneself and others. The position is taken that the better informed a child is, the fewer sexual problems he will have. Information is intended to help parents prepare their child to develop into an adult able to respond to love and affection when and where appropriate, whose sexuality is adjusted to his limitations. Topics covered include what parents should tell their children and how, preparation for puberty, masturbation, dating, sexual intercourse, venereal disease, birth control, abortion, marriage, and desire to have children. (KW)

ED 071 255 EC 050 837

Mentally Gifted Minor Program. Guidelines for Implementation.

Sunnyvale Elementary School District, Calif.

Pub Date Aug 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, *Educational Programs, Elementary Education, *Exceptional Child Education, *Gifted, Guidelines, *Program Descriptions, Program Planning

Information and guidelines are presented for implementing a school district's Mentally Gifted Minor (MGM) Program, which operates within the regular school organization, under the administration of the school principal. Goals for an MGM program listed cover learning skills and cognitive and affective processes. Relevant California legislation on the gifted is summarized. The Sunnyvale MGM program is defined in terms of class organization and instruction, identification of pupils, program guidelines and legal criteria for identifying and educating the gifted, and responsibilities of personnel involved. Extensive appended material includes individual case study and principal's annual plan forms, excerpts from the California Administrative Code related to the MGM program, listed indicators of mental giftedness, lists of enrichment and acceleration activities (primary and intermediate levels), a sample school annual plan, and a list of behavioral terms. (KW)

ED 071 256 EC 050 838

Spears, Catherine E. Weber, Robert E.

Neurological Impairment: Nomenclature and Consequences.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date Jun 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Clinical Diagnosis, Culturally Disadvantaged, Etiology, *Learning Disabilities, *Minimally Brain Injured, *Neurological Defects, *Neurologically Handicapped, Therapy

Neurological impairment as discussed includes a range of disabilities referred to as neurological impairment: minimal brain dysfunction/damage, developmental disability, perceptual handicap, learning disability, hyperkinetic behavioral syndrome, and others. Defined are causes of neurological impairment and methods of diagnosis. Symptoms (characteristics) of impaired neurological functioning are described, as are possible treatment approaches. Also examined are the psychological implications of this type of disability for the child and his parents, and the implications of neurological impairment in the bilingual/bicultural (minority group) child. Ten recommendations concerning treatment and programs conclude the pamphlet. (KW)

ED 071 257 EC 050 839

Ayllon, Teodoro Kelly, Kathleen

A Nine-Month Token Reinforcement Program for the Trainable Retarded. Research and Development Report, Volume VI, Number 1.

Atlanta Public Schools, Ga.; Georgia State Univ., Atlanta. Center for Applied Behavioral Research.

Pub Date 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Behavior Change, *Exceptional Child Research, Mentally Handicapped, *Operant Conditioning, Performance Factors, Positive

Reinforcement, Time Factors (Learning), *Trainable Mentally Handicapped

Reported are five studies related to the effects of a token reinforcement system based upon principles of operant conditioning on academic performance of trainable mentally retarded (TMR) children, conducted over a 9-month period in an entire school for TMR students. Study 1 investigated the effects of a school-wide reinforcement program on standardized test performance. Study 2 found that noncontingent delivery of reinforcement (tokens) decreased the rate of correct academic responses (the target behavior) and, in some cases, increased the rate of incorrect responses. Study 3, which manipulated the required behaviors leading to reinforcement, showed a direct relationship between actual work output and stated requirements for earning reinforcement. Experiment 4 found that when available work time was decreased, rate of correct responding increased. The final study involved a short-term (5 week) program using token reinforcement to identify TMR students who could function in an EMR (educable) setting. (KW)

ED 071 258 EC 050 840

Blea, William A., Ed.

Proceedings of the National Symposium for Deaf-Blind (Asilomar, Pacific Grove, California, July 7-10, 1972).

Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Jul 72

Note—114p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, Cognitive Development, Cognitive Processes, Conference Reports, *Deaf Blind, *Exceptional Child Education, Hearing Loss, *Multiply Handicapped, Sensory Training

Identifiers—Piaget (Jean)

Nine conference papers focus on the following topics related to the deaf-blind and their education: pitfalls in the coordination of assessment and treatment of handicapped children, promotion of adaptive patterns in the handicapped child, use of hearing in deaf-blind children, etiology of hearing loss, and the educator's assessment of visual functioning. Also discussed are Piaget's stages of cognitive development, the use of Piagetian constructs to study structures of development in children lacking normal cognitive development (the deaf-blind), the application of such a model to educational programming, and the application of the Piaget model to a sequential developmental task curriculum for pre-linguistic deaf-blind children. In the final two papers, implications for the deaf-blind from research on sensory integrative processes in learning disabled children are discussed and the symposium proceedings are synthesized. (KW)

ED 071 259 EC 050 841

Professional and Instructional Music Materials for Exceptional Children.

New York State Education Dept., Albany. Div. for Handicapped Children; New York State Education Dept., Albany. Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—14p.; Revised edition

Available from—SEIMC, 55 Elk Street, Albany, New York 12224

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, Curriculum Guides, *Exceptional Child Education, *Handicapped Children, *Instructional Materials, *Music

The annotated bibliography lists professional and instructional materials related to music education for handicapped children which are available from the Special Education Instructional Materials Center, Albany, New York. Included in the listing are 17 professional books and references, 15 curriculum guides for teaching various types of music from preschool through secondary levels, and 56 instructional materials (records of songs and dances, tapes, songbooks, musical games, and sets of various materials). A brief description accompanies most of the professional and instructional materials listed. (KW)

ED 071 260 EC 050 843

Skills Assessment for the Trainable Mentally Retarded.

Idaho State Dept. of Education, Boise.

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Check Lists, *Exceptional Child Education, Mentally Handicapped, *Self Care Skills, *Skill Analysis, Student Evaluation, *Trainable Mentally Handicapped

Identifiers—Daily Living Skills

Presented is an instrument (behavior checklist) designed to assess the skill of trainable mentally retarded (TMR) students in performing specific tasks at all levels. Self care, motor, social, and cognitive skills or tasks are categorized according to three levels of competency. The first level includes the development of the very basic performance functions (such as responding to stimuli, first vocalizations). The second level is the building of skills in such basic functions as listening, socializing, motor coordination, dressing, and eating. The third level is using the basic function to specialize (such as to set a table or play games). The checklist is suggested for use at the beginning, middle, and end of the school year to record the student's level of proficiency in each skill area. (KW)

ED 071 261 EC 050 869

Cook, Ann C. N. Hannaford, Alonzo E.

The Ability of Color-Vision Defective and Color-Normal Early Elementary and Junior High Students to Utilize Color. Final Report.

Western Michigan Univ., Kalamazoo. School of Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-143

Pub Date Nov 72

Grant—OEG-5-71-0076(509)

Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, Color, Elementary School Students, *Exceptional Child Education, *Identification, *Incidence, Junior High School Students, Kindergarten Children, Test Validity, Vision Tests, *Visually Handicapped, Visual Perception

Identifiers—*Color Blindness

The investigation was undertaken to obtain data on the number of kindergarten, second, and seventh grade Ss classified as having color vision defects by the American Optical-Hardy, Rand, Rittler Test (AO-HRR) and two tests by S. Ishihara. Also studied was the ability of color vision defective and color normal Ss to utilize color as measured by the Farnsworth Panel D-15 Test and the Dvorine Nomenclature Test. A single administration of the AO-HRR resulted in abnormally high percentages of Ss being identified as color vision defective. The AO-HRR classification of strong identified Ss at all grade levels who had problems utilizing color. Using the more stringent criterion of consistent failure on the AO-HRR and the two Ishihara tests, the percentages of Ss found to be color vision defective were lower than generally quoted in the literature, but approximately the same as cited for some school populations. A total of 2,476 Ss received initial testing, and 38 were found to be color vision defective using the three tests. A similar number of color vision normal Ss were selected as a comparison group. It was concluded that a factor or factors other than color vision are assessed by the AO-HRR Test when the published criteria are used with younger populations, that Ss who consistently manifest a color vision defect can vary in their ability to utilize color, and that Caucasian males manifested a significantly higher proportion of color vision defects than black males. (Author)

ED 071 262 EC 050 870

Rhodes, William C. Gibbins, Spencer

Environmental Forces Impinging Upon Normal and Disturbed Children in a Regular Classroom. Final Report.

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-098

Pub Date May 71

Grant—OEG-5-71-0073(607)

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Childhood, *Classroom Environment, *Emotionally Disturbed, *Environmental Influences, *Exceptional Child Research, *Interaction Process Analysis, Regular Class Placement

Aspects of the interactive environments of 10 emotionally disturbed children (7 to 11 years old) were compared with those experienced simultaneously by 10 normal children (matched for age, sex and IQ) in the same setting. Two types of setting were examined: a choice setting in which the child was able to choose his activity from among several alternatives and a nonchoice setting in which the activity was planned and directed by the teacher. Two trained observers were used to describe the behavior of a matched pair of children (one normal, one emotionally disturbed) in a regular elementary school classroom. The narrative accounts of the observers were delineated into Environmental Force Units (EFU) based on the following six variables: the frequency of total EFU's per observation; the frequency of EFU's per observation initiated by the S; the frequency of EFU's per observation in which the S was the sole target of the EFU; the frequency of EFU's per observation in which conflict was evident between the goals of the agent and the S; the frequency of EFU's per observation in which methods judged to be coercive were employed by the agent; and the frequency of EFU's per observation in which the agent was an adult. Data indicated no significant differences in environmental forces existing between the disturbed and the nondisturbed children and only two differences between the two types of settings. (Author/GW)

ED 071 263 EC 050 871

Tolman, Richard R.

A Formative Evaluation of ME NOW, Life Sciences for the Educable Mentally Handicapped, Intermediate Grades (11-13 years). Final Report.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—1520-75

Pub Date Dec 72

Grant—OEG-0-9-152075-3720(032)

Note—315p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Biology, *Curriculum Evaluation, *Educable Mentally Handicapped, *Exceptional Child Research, *Health Education, *Intermediate Grades, Mentally Handicapped

Reported was an evaluation of the life science program, Me Now, for the 11 to 13-year-old educable mentally handicapped child by comparing pretest and posttest scores of 180 subjects and 187 controls. Four to nine performance objectives for each of the following four units of the curriculum were evaluated separately: digestion and circulation; respiration and excretion; movement, support, and sensory perception; and growth and development. Results showed that students in the experimental group scored significantly higher on posttest scores than students in the control group on the first three units of the program. The evidence indicated that the desired student responses occurred when teachers followed the prescribed strategies. No control group was available for the fourth study unit but gains over pretest scores were reported to be far beyond the level expected. Also reported was a high level of teacher and student enthusiasm. Information gained from the evaluation was used to revise the materials. (For related curriculum materials, see also EC 050 872 through EC 050 875.) (DB)

ED 071 264 EC 050 872

Me and My Environment. Unit I: Exploring My Environment.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 72

Note—327p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Education, Guidelines, Inquiry Training, Instructional Materials, Lesson Plans, Mentally

Handicapped, Problem Solving, Student Behavior

Presented is the experimental edition of Unit I: Exploring My Environment, which consists of 29 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Seven to 12 activities for each of the three core study areas within Unit I are given of which the following are examples: making a pond, sniffing around, forming categories, and reading a thermometer. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores are sensing the environment, investigating the environment, and landmarks in the environment. The ecological theme stressed is the interrelationships of environmental components. Inquiry skills seen to be developed are observing and identifying. Problem solving skills emphasized are experimenting and knowing what the problem is and what to do about it. Environmental elements considered are space and shelter. Behavioral objectives include the development in the student of a sense of self-identity and an attitude of inquiry. (See EC 050 871, and EC 050 873 through EC 050 875 for related curriculum guides.) (DB)

ED 071 265 EC 050 873 Me and My Environment. Unit II: Me as a Habitat.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 72
Note—274p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Education, Guidelines, Inquiry Training, Instructional Materials, Lesson Plans, Mentally Handicapped, Problem Solving, Student Behavior

Presented is the experimental edition of Unit II: Me as a Habitat, which consists of 19 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Five to eight activities for each of the three core study areas within Unit II are given of which the following are examples: seeing is believing, drinking microbes, venereal disease in action, smoking in action, and the use and misuse of drugs. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores study microbes, disease, and environmental choices. The ecological theme stressed is diversity and pattern. Inquiry skills seen to be developed are associating and describing. Problem solving skills emphasized are recording data and discussion and treatment of group data. Environmental elements considered are living things. A desired behavior outcome is skill in communication about the child's environment. (For related curriculum guides see EC 050 871, EC 050 872, EC 050 874 and EC 050 875.) (DB)

ED 071 266 EC 050 874 Me and My Environment. Unit III: Energy Relationships in My Environment.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 72
Note—327p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Education, Guidelines, Inquiry Training, Instructional Materials, Lesson Plans, Mentally Handicapped, Problem Solving, Student Behavior

Presented is the experimental edition of Unit III: Energy Relationships in My Environment, which consists of 25 life science curriculum ac-

tivities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Five to eight activities for each of the four core study areas within Unit III are given of which the following are examples: growing plants, chemical energy, measuring energy values, the food chain game, and the green machine. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The four cores consider an introduction to energy, energy in food, energy flow through food chains and webs, and food making in plants. The ecological theme developed is the complementarity of organisms and environment. Inquiry skills seen to be developed are comparing and translating. Two problem solving skills emphasized are explaining and defending. The environmental element considered is energy. A desired behavior outcome is recognition of the child's dependence on his biological environment. (For related curriculum guides see EC 050 871 through EC 050 873 and EC 050 875.) (DB)

ED 071 267 EC 050 875 Me and My Environment. Unit IV: Transfer and Cycling of Materials in My Environment.

Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 72
Note—274p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Biology, *Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, *Environmental Influences, *Exceptional Child Education, Guidelines, Inquiry Training, Instructional Materials, Lesson Plans, Mentally Handicapped, Problem Solving, Student Behavior

Presented is the experimental edition of Unit IV: Transfer and Cycling of Materials in My Environment, which consists of 29 life science curriculum activities intended for the 13-to-15-year-old educable mentally retarded child. The curriculum guide is being used in the final field test prior to revision. Stressed throughout the program are ecological themes, inquiry skills, problem solving skills, environmental elements, and applicational behaviors and attitudes. Eight to 12 activities for each of the three core study areas within Unit IV are given of which the following are examples: plant and animal hunt, making a pill bug habitat, the hamburger lab, garbage, and planting in compost. Activities are organized into materials, teaching strategies, and anticipated student behaviors. The three cores consider energy and material transfer, decomposers in the environment, and garbage and the environment respectively. The ecological theme developed is the cyclic nature of processes, the inquiry skill seen to be developed is guessing and applying. Two problem solving skills emphasized are identifying controls and drawing conclusions. The environmental element considered is air. A desired behavior outcome is skill in personal body care. (For related curriculum guides see EC 050 871 through EC 050 874.) (DB)

EM

ED 071 268 88 EM 010 226 Way, Florine L.

DOVACK; Method for Teaching Reading. July 1, 1968-August 31, 1971. Project Report.

Jefferson County Board of Public Instruction, Monticello, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Plans and Supplementary Centers.

Report No.—DPSC-68-0004

Pub Date 72

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Assisted Instruction, Disadvantaged Youth, Elementary Grades, Language Experience Approach, *Program Evaluation, Reading Ability, Reading Achievement, Reading Development, *Reading Instruction, Reading Programs, *Remedial Reading

Programs, Secondary Grades, Vocabulary Development, Vocabulary Skills

Identifiers—*DOVACK, Elementary Secondary Education Act Title III, ESEA Title III

The DOVACK Reading System was field tested on 391 low income, minority, elementary and secondary students over a period of 3 years. The objectives were to test the system for its adaptability to the populations for which it was designed, its effectiveness in meeting goals and objectives, and its economic feasibility on a larger scale. Using five areas of evaluation (soft data, hard data (achievement tests), hard data on rate of learning, data on estimated readability level of dictations, and hard data on vocabulary usage), the author concluded that the DOVACK system was subjectively favorable to other methods. However, no definitive general conclusions could be inferred for the hard data because of both the small sample size and the cultural inappropriateness of some tests. The cost per student for the program was about seven dollars. In general this report provides a significant amount of information about the DOVACK system. An evaluation supplement to the brochure prepared for ED/Fair '72 on the DOVACK system is also included. (MC)

ED 071 269 EM 010 340

Henkle, Edward B. Robertson, Kenneth W.

Computer-Based Instruction in Accounting Using the CREATE System.

Air Force Inst. of Tech., Wright-Patterson AFB, Ohio. School of Systems and Logistics.

Report No.—AD-743 415; SLRS-29-72A

Pub Date Jan 72

Note—146p.; Thesis submitted to the Air University, School of Systems and Logistics, Air Force Institute of Technology

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD-743 415, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Accounting, *Computer Assisted Instruction, *Concept Formation, Military Schools, *Military Training, *Programed Materials, Time Sharing

Identifiers—*CREATE Computer System

The Graduate Logistics program of the United States Air Force (USAF) Institute of Technology has required that prospective students show a satisfactory level of competence in basic accounting procedures before entering the program. The purpose of this thesis was to develop accounting case problems for use with the CREATE computer system that would provide the students the opportunity to review and practice accounting techniques. Though the problems were militarily oriented, they did incorporate generally accepted accounting principles. A concepts pretest and five case problems were developed and received limited testing. It was concluded that the problems devised were often too lengthy and cumbersome for the CREATE system and that further refinements should be made. In addition, several internal USAF accounting procedures were examined; it was recommended that these be reviewed along more realistic lines, specifically those pertaining to non-appropriated funds. (MC)

ED 071 270 EM 010 342

Wilkins, Charles L.

Development of an Undergraduate Course in the Use of Digital Computers With Chemistry Instrumentation.

Nebraska Univ., Lincoln. Dept. of Chemistry.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—PB-210 052

Pub Date Jun 72

Note—5p.; Interim report 1 July 1971-30 June 1972

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-210 052, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Chemistry Instruction, *Computer Assisted Instruction, *Digital Computers, Higher Education, Instructional Media, Laboratory Experiments, *Laboratory Manuals, Laboratory Procedures, Technical Education, *Undergraduate Study

Identifiers—*BASIC Computer Systems

Computer-assisted instruction (CAI) has proven useful in teaching chemistry instrumentation techniques to undergraduate students. The work completed at the time of this interim report

has clearly shown that a general purpose laboratory computer system, equipped with suitable devices to allow direct data input from experiments, can be an effective teaching medium. Thirteen experimental areas have been investigated including gas chromatography, enzyme kinetic analysis, potentiometric titration, and flash photolysis. (MC)

ED 071 271 **EM 010 348**

Chapman, Carl P. And Others
Automated Attendance Accounting System; Patent Application.

Jet Propulsion Lab., Pasadena, Calif.
Spons Agency—National Aeronautics and Space Administration, Washington, D.C.
Report No.—N71-34189
Pub Date 16 Jun 71
Note—33p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (N71-34189, MF \$0.95; HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Attendance Records, Average Daily Attendance, Class Attendance, *Computer Oriented Programs, Computer Programs, *Educational Administration, Information Processing, *Management Systems, School Accounting, *Statistical Data

An automated accounting system, useful for applying data to a computer from a multiplicity of terminals, has the potential of replacing the manual attendance accounting system now employed in schools. The inventors claim that such a sophisticated system with terminals in the classrooms would enable school administrators not only to monitor simple attendance, but to obtain a variety of additional information on the student body. They also contend that this type of automated system would preclude the need for governmental auditing procedures because of the inherent accuracy of the system design. Over 75% of this application consists of technical descriptions and diagrams of the invention. (MC)

ED 071 272 **EM 010 356**

Kletter, Richard C. Hudson, Heather
Video Cartridges and Cassettes.

Stanford Univ., Calif. Inst. for Communication Research.
Pub Date May 72
Note—62p.; Submitted to "Annual Review of Information Science and Technology", Carlos A. Cuadra, Editor

Available from—American Society for Information Science, 2011 Eye Street, N.W., Washington, D.C. 20006

Document Not Available from EDRS.

Descriptors—Engineering Technology, *Marketing, Media Technology, *Video Cassette Systems, *Video Equipment, *Video Tape Recordings

The economic and social significance of video cassettes (viewer-controlled playback system) is explored in this report. The potential effect of video cassettes on industrial training, education, libraries, and television is analyzed in conjunction with the anticipated hardware developments. The entire video cassette industry is reviewed firm by firm from the engineering and marketing aspects. Emphasizing the feeling that video cassettes are not merely another home entertainment vehicle supplanting network television, the authors admit that the success of video cassettes depends on product sales and their capability of promoting social change may suffer the fate of their print counterparts: read by the faithful. The majority of the report discusses the current hardware situation and the industries supporting it. (MC)

ED 071 273 **EM 010 380**

Johnson, Nicholas
Test Pattern For Living.

Pub Date 72
Note—155p.
Available from—Harcourt Brace Jovanovich, Inc., Bantam Books, Inc., 666 Fifth Avenue, New York, N. Y. 10019 (\$1.25)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Beliefs, *Consumer Economics, Culture Conflict, Group Norms, *Middle Class Values, *Social Problems, Television, *Television Commercials, Values

The lives of Americans today are ruled by interlocking corporations. These corporations together present only one kind of life as viable:

the consumer's life. Television is their main means of presenting this view. One cannot choose something he does not know about, and many Americans are not sufficiently informed of the alternatives to make an intelligent choice of the life they want most. Furthermore, independent students of our society—quite apart from their personal values—believe there is a correlation between the messages preached by television and many of our worst social problems. One good way to get away from the consumer ethic is to examine one's own life and decide which products one really needs and which are just frills. Products, cars, and even many jobs are obstacles rather than aids to leading a satisfying life, and one may have to eliminate them from one's own life and substitute a life closer to nature to find fulfillment. (JK)

ED 071 274 **EM 010 401**

Barnett, Stephen R.
State, Federal, and Local Regulation of Cable Television.

Notre Dame Univ., Ind. Law School.
Pub Date Apr 72
Note—129p.
Available from—Notre Dame Lawyer, Notre Dame Law School, Notre Dame, Indiana 46556 (\$2.75)

Journal Cit—Notre Dame Lawyer; v47 n4 p685-814 Apr 1972

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Cable Television, Court Litigation, Federal Court Litigation, Federal Courts, *Federal Laws, Federal State Relationship, *Local Government, Local Issues, State Action, State Legislation, *States Powers, *Statewide Planning

Identifiers—*Federal Communications Commission

After reviewing the results of local regulation of cable television, the author feels that local governments are not fully capable of properly administering and regulating a cable system. (The Federal Communications Commission (FCC) agrees that this job should be the states' responsibility.) The article then reviews the structure of the current FCC rules on cable, surveys the legal questions surrounding the FCC's jurisdiction, and comments on the appropriateness of the various rules. Recognizing that official preemption of local authority by the state government will leave the formidable task of creating specific state regulations, the author investigates the alternatives to total state control and recommends that, from the most recent legal and field information, the combination of powers would best serve the development of a sensible cable system in the U. S. The article is comprehensive on the broad legal considerations concerning cable television. (MC)

ED 071 275 **EM 010 416**

Hogins, James Burl Bryant, Gerald A., Jr.
Juxtaposition.

Science Research Associates, Palo Alto, Calif.
Pub Date 71
Note—314p.; See also the Instructor's Manual, EM 010 417

Available from—Science Research Associates, Inc., College Division, 1540 Page Mill Road, Palo Alto, California 94304 (\$6.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, *Communication (Thought Transfer), *Composition (Literary), Ecology, *English Education, Feminism, Leisure Time, Propaganda, *Social Problems, Social Values, Textbooks, Work Attitudes

This anthology, intended for college freshman composition courses, is organized around eight "domains," each a major contemporary concern. The domains are "hot issues," feminism, ecology, student life, work, leisure, the arts, and "cold continuing causes" (issues that, while not "hot," are still important). The contents of each domain include examples from six genres, or approaches: graphics, advertisements, informative press (including commitment, slanted language, and definition), humor, literature, and music. Most of the selection here date from the last five years. The anthology is based on the premises that by looking at several objects in juxtaposition, the creative mind often arrives at new insights, and that one's ideas on a given topic are in large part the results of inputs from many sources. (JK)

ED 071 276 **EM 010 418**

Introduction to Psychology and Leadership. Design and Operational Characteristics of an Individualized Course Development Model. Final Report; Part Two, Volume One.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TR-6-19
Bureau No.—BR-8-0448
Pub Date May 71
Contract—N00600-68-C-1525

Note—341p.; See also EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, Behavioral Objectives, Communication (Thought Transfer), *Curriculum Design, Curriculum Development, Evaluation, *Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Instructional Media, Leadership, *Leadership Training, Military Training, Models, *Multimedia Instruction, Performance Specifications, Psychology, Social Psychology, Technical Reports, Test Construction, Tests

Procedures, guidelines, and decision-making processes for a multimedia course development project in leadership, psychology, and management for the United States Naval Academy are summarized in this Final Report (see EM 010 484 for Part One of the report). The report describes aspects of project management design, covers course content definition, and details the process of defining objectives and the structuring and sequencing rationale. In addition, rationales for strategies, media selection, and instructional systems design are presented, the development and production of instructional materials are covered, and the development and validation of test items are discussed. The report concludes with an analysis of the revision procedure used in the project. Supporting documents include appendices (EM 010 419), a 12-volume set of test-workbooks (EM 010 420 through EM 010 447), coordinated test items for each content area (EM 010 451 through EM 010 464), a set of coordinated enrichment materials (EM 010 465 through EM 010 472), technical reports and papers (EM 010 473 through EM 010 483, and EM 010 487 through EM 010 500), answer and confirmation sheets to quizzes (EM 010 485), a depth core syllabus (EM 010 486), and content outlines for each area (EM 010 501 through EM 010 512). (SH)

ED 071 277 **EM 010 419**

Introduction to Psychology and Leadership. Design and Operational Characteristics of an Individualized Course Development Model. Final Report; Part Two, Volume Two.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TR-6-19
Bureau No.—BR-8-0448
Pub Date May 71
Contract—N00600-68-C-1525

Note—174p.; See also EM 010 418

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Behavioral Objectives, Communication (Thought Transfer), *Curriculum Design, Curriculum Development, Flow Charts, *Individualized Curriculum, *Individualized Instruction, Individual Psychology, *Leadership Training, Military Training, Models, Multimedia Instruction, Performance Specifications, Programmed Instruction, Social Psychology, Tests

The design and operational characteristics of an individualized course development model are detailed in this second volume composed of appendices to EM 010 418 (see also Part One of the Final Report, EM 010 484). The volume contains an index to technical reports and papers, an index for product tree, course outlines, a list of original terminal objectives, a hierarchical structure of content outline, a student questionnaire, a program frame answer sheet, a progress check answer and remediation form, a description of the depth core unit, a test for writers and editors, a list of product task competencies, general rules for programmed instruction, a manual of style, an extract of research specifications to the writers, terminal and enabling objectives for the content,

a content bibliography, systems flow charts, and revision materials. EM 010 420 through EM 010 447, and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 278 EM 010 420
Introduction to Psychology and Leadership. Part One; Overview of Leadership. Segments I & II, Volume I.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—165p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Media, *Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The first volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484), presents an overview which establishes the parameters of leadership which will be developed in later parts of the course. It is intended to be a self-instructional syndactic sequence in which the student retains certain options on how he proceeds through the material. Each of the twelve volumes included in the set uses different combinations of the possible instructional methods developed for the project: a linear test constructed in a series of frames with questions and answers; a syndactic text with summaries and programed sequences in which the student takes prequizzes and proceeds, or goes to a linear sequence of material; an intrinsically programed booklet which is scrambled and branched and used in conjunction with either a script or audiotape; an audiotape-panelbook with instruction delivered via an audiotaped lecture supplemented by an illustrated panel book and questions; and computer assisted instruction or an alternate script with an intrinsically programed booklet. EM 010 421 through EM 010 447, and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 279 EM 010 421
Introduction to Psychology and Leadership. Part Two; Individual Behavior. Segments I, II, III, IV, & V, Volume II-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—347p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, Behavior, Communication (Thought Transfer), Individual Characteristics, *Individual Psychology, Instructional Media, *Leadership, Leadership Styles, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The second volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on the psychology of individual behavior and is divided into three separate documents. Like Volume One (EM 010 420), it is a self-instructional, syndactic text with discussion sections and criterion quizzes, but it also includes audiotape-panelbook sections. EM 010 422 and EM 010 423 are the second and third parts of this volume, and EM 010 424 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 280 EM 010 422
Introduction to Psychology and Leadership. Part Two; Individual Behavior. Segments I, II, III, IV, & V, Volume II-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—366p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, Behavior, Communication (Thought Transfer), Individual Characteristics, *Individual Psychology, Instructional Media, *Leadership, Leadership Styles, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Workbooks

The second volume of the introduction to psychology and leadership course (see the final reports which summarize the development projects, EM 010 418, EM 010 419, and EM 010 484) concentrates on the psychology of individual behavior and is divided into three separate documents. Like Volume One (EM 010 420), it is also a self-instructional, syndactic text with discussion sections and criterion quizzes. EM 010 421 and EM 010 423 are the first and third parts of this volume, and EM 010 424 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 281 EM 010 423
Introduction to Psychology and Leadership. Part Two; Individual Behavior. Segments VI, VII, VIII & IX, Volume II-C.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—377p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, Behavior, Communication (Thought Transfer), Individual Characteristics, *Individual Psychology, Instructional Media, *Leadership, Leadership Styles, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The second volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on the psychology of individual behavior and is divided into three separate documents. Like Volume One (EM 010 420), it is also a self-instructional, syndactic text with discussion sections and criterion quizzes. EM 010 421 and EM 010 422 are the first and second parts of this volume, and EM 010 424 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 282 EM 010 424
Introduction to Psychology and Leadership. Part Three; Group Dynamics. Segments I, II, III, IV, & V, Volume III-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—329p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The third volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on group dynamics and is divided into two separate documents. Like Volume One (EM 010 420), it is a self-instructional, syndactic text with discussion sections and criterion

quizzes, but it also contains audiotape-panelbook sections. EM 010 425 is the second document of this volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 283 EM 010 425
Introduction to Psychology and Leadership. Part Three; Group Dynamics. Segments I, II, III, IV, & V, Volume III-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—323p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The third volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on group dynamics and is divided into two separate documents. Like Volume One (EM 010 420), it is also a self-instructional, syndactic text with discussion sections and criterion quizzes. EM 010 424 is the first document of this volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 284 EM 010 426
Introduction to Psychology and Leadership. Part Four; Achieving Effective Communication. Segments IV, V, VI, & VII, Volume IV, Script.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—83p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fourth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on achieving effective communication. It is a self-instructional tape script and intrinsically programed booklet. EM 010 427 and EM 010 428 are the first and second parts of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 285 EM 010 427
Introduction to Psychology and Leadership. Part Four; Achieving Effective Communication. Segments I, II, III, & IV, Volume IV-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—244p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.86

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fourth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on achieving effective communication and is divided into three separate documents. It is a self-instructional linear text with audiotape and intrinsically programmed sections. EM 010 428 and EM 010 426 are the second part and the script of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 286 EM 010 428
Introduction to Psychology and Leadership. Part Four, Achieving Effective Communication. Segments V, VI, & VII, Volume IV-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—249p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fourth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on achieving effective communication. It is a self-instructional text with audiotape and intrinsically programmed sections. EM 010 427 and EM 010 426 are the first part and script of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 287 EM 010 429
Introduction to Psychology and Leadership. Part Five; Military Management. Segments I, II, III, IV, V, & VI, Volume V-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—425p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, Leadership, *Leadership Training, *Management Education, *Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fifth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on military management and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic and linear text with discussion sections and criterion quizzes. EM 010 430 and EM 010 431 are parts two and three of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 288 EM 010 430
Introduction to Psychology and Leadership. Part Five, Military Management. Segments VII, VIII, IX & X, Volume V-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—215p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, *Management Education, *Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fifth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on military management and is presented in three separate documents. It is a self-instructional text with audiotape and panel-book sections. EM 010 429 and EM 010 431 are the first and third parts of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 289 EM 010 431
Introduction to Psychology and Leadership. Part Five; Military Management. Segments VII, VIII, IX & X, Volume V-C.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—208p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, Leadership, *Leadership Training, *Management Education, *Military Training, Programed Instruction, *Psychology, Social Psychology, Textbooks, Workbooks

The fifth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on military management and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with discussion sections and criterion quizzes. EM 010 429 and EM 010 430 are the first and second parts of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 290 EM 010 432
Introduction to Psychology and Leadership. Part Six; Authority and Responsibility. Segments I & II, Volume VI-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—250p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, Leadership, *Leadership Responsibility, *Leadership Training, *Military Training, Power Structure, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The sixth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on authority and responsibility and is presented in two separate documents. It is a self-instructional linear text with information and quizzes. EM 010 433 is the second document in the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 291 EM 010 433
Introduction to Psychology and Leadership. Part Six; Authority and Responsibility. Segments III & IV, Volume VI-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—188p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, Leadership, *Leadership Responsibility, *Leadership Training, *Military Training, Power Structure, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The sixth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on authority and responsibility and is presented in two separate documents. Like Volume One (EM 010 420), it is a self-instructional syndactic and linear text with information and quizzes. EM 010 432 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 292 EM 010 434
Introduction to Psychology and Leadership. Part Seven; Leadership Behavior and Style. Segments I, II, III, IV, & V, Volume VII-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—318p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, *Leadership, Leadership Qualities, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. This document is a self-instructional text with audiotape and panel book sections. EM 010 435 and EM 010 436 are the second and third documents of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 293 EM 010 435
Introduction to Psychology and Leadership. Part Seven; Leadership Behavior and Style. Segments I & II, Volume VII-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—164p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, *Leadership, Leadership Qualities, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and quizzes. EM 010 434 and EM 010 436 are the first and third documents of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 294 EM 010 436

Introduction to Psychology and Leadership. Part Seven; Leadership Behavior and Style. Segments III, IV, & V, Volume VII-C.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—175p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, *Leadership, Leadership Qualities, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The seventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on leadership behavior and style, and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 434 and EM 010 435 are the first and second documents of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 295 EM 010 437

Introduction to Psychology and Leadership. Part Eight; Senior-Subordinate Relationships. Segments I, II, & III, Volume VIII-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—190p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, *Interpersonal Relationship, Leadership, *Leadership Training, *Military Training, *Power Structure, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The eighth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on senior-subordinate relationships, and is presented in two separate documents. This document is a linear text with information and quizzes. EM 010 438 is the second document of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 296 EM 010 438

Introduction to Psychology and Leadership. Part Eight; Senior-Subordinate Relationships. Segments IV, V, & VI, Volume VIII-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—242p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Instructional Media, *Interpersonal Relationship, Leadership, *Leadership Training, *Military Training, *Power Structure, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The eighth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on senior-subordinate relationships, and is presented in two separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 439 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ships, and is presented in two separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 437 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 297 EM 010 439

Introduction to Psychology and Leadership. Part Nine; Morale and Esprit De Corps. Segments I & II, Volume IX-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—106p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, *Military Training, *Morale, Programed Instruction, Psychology, Social Psychology, *Teamwork, Textbooks, Workbooks

The ninth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on morale and esprit de corps and is presented in two documents. This document uses an audiotape and panelbook format. EM 010 440 is the second document of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 298 EM 010 440

Introduction to Psychology and Leadership. Part Nine; Morale and Esprit De Corps. Segments I & II, Volume IX-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—119p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, Leadership, *Leadership Training, *Military Training, *Morale, Programed Instruction, Psychology, Social Psychology, *Teamwork, Textbooks, Workbooks

The ninth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on morale and esprit de corps and is presented in two documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion quizzes. EM 010 439 is the first document of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 299 EM 010 441

Introduction to Psychology and Leadership. Part Ten; Discipline. Segments I & II, Volume X, Script.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—57p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Discipline, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The tenth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on discipline and is presented in two parts. This document is a self-instructional text with a tape script and intrinsically programed sections. EM 010 442 is the first document of the volume, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 300 EM 010 442

Introduction to Psychology and Leadership. Part Ten; Discipline. Segments I & II, Volume X.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—204p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Discipline, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The tenth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on discipline and is presented in two documents. This document is a self-instructional text with audiotape and intrinsically programed sections. EM 010 441 is the tape script, and EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 301 EM 010 443

Introduction to Psychology and Leadership. Part Eleven; Personnel Evaluation. Segments I, II, & III, Volume XI.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—235p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Individual Psychology, Instructional Media, Leadership, *Leadership Training, *Military Training, *Personnel Evaluation, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The eleventh volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on personnel evaluation. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with information and criterion tests. EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 302 EM 010 444

Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Segment I, Volume XII-A.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—182p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, *Leadership, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks

The twelfth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on applied leadership and is presented in four separate documents. This document is a self instructional text which can be used with computer assisted instruction and which has intrinsically programed sections. EM 010 445, EM 010 446, and EM 010 447 are the other documents in the volume, and EM 010 420 through EM 010 443 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 303 EM 010 445
Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Segment II, Volume XII-B.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—228p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, *Leadership, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks.

The twelfth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on applied leadership and is presented in four separate documents. This document is a self instructional text which can be used with computer assisted instruction and which has intrinsically programed sections. EM 010 444, EM 010 446, and EM 010 447 are the other documents in the volume, and EM 010 420 through EM 010 443 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 304 EM 010 446
Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Segment III, Volume XII-C.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—139p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, *Leadership, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks.

The twelfth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on applied leadership and is presented in four separate documents. This document is a self instructional text which can be used with computer assisted instruction and which has intrinsically programed sections. EM 010 444, EM 010 445, and EM 010 447 are the other documents in the volume, and EM 010 420 through EM 010 443 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 305 EM 010 447
Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Segment IV, Volume XII-D.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—154p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Individual Psychology, *Leadership, *Leadership Styles, *Leadership Training, *Military Training, Programed Instruction, Psychology, Social Psychology, Textbooks, Workbooks.

The twelfth volume of the introduction to psychology and leadership course (see the final reports which summarize the development project, EM 010 418, EM 010 419, and EM 010 484) concentrates on applied leadership and is presented in four separate documents. This document is a self instructional text which can be used with computer assisted instruction and which has intrinsically programed sections. EM 010 444, EM 010 445, and EM 010 446 are the other documents in the volume, and EM 010 420 through EM 010 443 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 306 EM 010 451
Introduction to Psychology and Leadership. Part One; Overview of Leadership. Progress Check. Test Item Pool. Segments I & II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—56p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, *Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests.

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on concepts of leadership (EM 010 420, EM 010 465, and EM 010 501) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 307 EM 010 452
Introduction to Psychology and Leadership. Part Two; Individual Behavior. Progress Check. Test Item Pool. Segments I, II, III, IV & V, Volume I.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—153p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Behavior, Communication (Thought Transfer), *Criterion Referenced Tests, *Individual Characteristics, Individual Psychology, Leadership, Leadership Styles, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests.

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on individual behavior (EM 010 421, EM 010 422, EM 010 423, EM 010 453, EM 010 466, and EM 010 502) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451

through EM 010 512 are related documents. (SH)

ED 071 308 EM 010 453
Introduction to Psychology and Leadership. Part Two; Individual Behavior. Progress Check. Test Item Pool. Segments VI, VII, VIII & IX, Volume II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—111p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Behavior, Communication (Thought Transfer), *Criterion Referenced Tests, *Individual Characteristics, Individual Psychology, Leadership, Leadership Styles, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests.

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on individual behavior (EM 010 421, EM 010 422, EM 010 423, EM 010 452, EM 010 466, and EM 010 502) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 309 EM 010 454
Introduction to Psychology and Leadership. Part Three; Group Dynamics. Progress Check. Test Item Pool. Segments I, II, III, IV & V.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—154p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests.

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on group dynamics (EM 010 424, EM 010 425, EM 010 467, and EM 010 503) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 310 EM 010 455
Introduction to Psychology and Leadership. Part Four; Achieving Effective Communication. Progress Check. Test Item Pool. Segments I, II, III, IV, V, VI & VII.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—244p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Autoinstructional Aids, *Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on achieving effective communication (EM 010 426, EM 010 427, EM 010 428, and EM 010 504) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 311 EM 010 456

Introduction to Psychology and Leadership. Part Five; Military Management. Progress Check. Test Item Pool. Segments I, II, III, IV & V, Volume I.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—182p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Training, *Management Education, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on military management (EM 010 429, EM 010 430, EM 010 431, EM 010 457, and EM 010 505) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 312 EM 010 457

Introduction to Psychology and Leadership. Part Five; Military Management. Progress Check. Test Item Pool. Segments VI, VII, VIII, IX & X, Volume II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—140p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Training, *Management Education, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-

workbook on military management (EM 010 429, EM 010 430, EM 010 431, EM 010 456, and EM 010 505) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 313 EM 010 458

Introduction to Psychology and Leadership. Part Six; Authority and Responsibility. Progress Check. Test Item Pool. Segments I, II, III & IV.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—141p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Responsibility, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Power Structure, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on authority and responsibility (EM 010 432, EM 010 433, EM 010 468, and EM 010 506) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 314 EM 010 459

Introduction to Psychology and Leadership. Part Seven; Leadership Behavior and Style. Progress Check. Test Item Pool. Segments I, II, III, IV & V.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—161p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Behavior, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Styles, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on leadership behavior and style (EM 010 434, EM 010 435, EM 010 436, and EM 010 507) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 315 EM 010 460

Introduction to Psychology and Leadership. Part Eight; Senior-Subordinate Relationships. Progress Check. Test Item Pool. Segments I, II, III, IV, V & VI.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—203p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, *Interpersonal Relationship, Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Power Structure, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on senior-subordinate relationships (EM 010 437, EM 010 438, EM 010 469, and EM 010 508) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 316 EM 010 461

Introduction to Psychology and Leadership. Part Nine; Morale and Esprit De Corps. Progress Check. Test Item Pool. Segments I & II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—50p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Training, *Military Training, *Morale, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Teamwork, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on morale and esprit de corps (EM 010 439, EM 010 440, and EM 010 509) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content reference comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 317 EM 010 462

Introduction to Psychology and Leadership. Part Ten; Discipline. Progress Check. Test Item Pool. Segments I & II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—52p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, *Discipline, Individual Psychology, Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on discipline (EM 010 441, EM 010 442, EM 010 470, EM 010 471 and EM 010 510) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 318 **EM 010 463**
Introduction to Psychology and Leadership. Part Eleven; Personnel Evaluation. Progress Check. Test Item Pool. Segments I, II, & III.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date 71
 Contract—N00600-68-C-1525
 Note—104p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, Leadership, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, *Personnel Evaluation, Programmed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on personnel evaluation (EM 010 443 and EM 010 511) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 319 **EM 010 464**
Introduction to Psychology and Leadership. Part Twelve; Applied Leadership. Progress Check. Test Item Pool. Segments I, II, III & IV.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date 71
 Contract—N00600-68-C-1525
 Note—143p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Criterion Referenced Tests, Individual Psychology, *Leadership, *Leadership Styles, *Leadership Training, *Military Training, *Norm Referenced Tests, Performance Tests, Programmed Instruction, Psychology, Social Psychology, Tests

Test items for the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) which were compiled as part of the project documentation and which are coordinated with the text-workbook on applied leadership (EM 010 444, EM 010 445, EM 010 446, EM 010 447, EM 010 472, and EM 010 512) are provided in this document. Progress check items with answer sheets, research pretest items, and unused items are included for criterion referenced test items, and cumulative posttest items with content references comprise research norm referenced items. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 320 **EM 010 465**
Introduction to Psychology and Leadership. Enrichment I; Concept of Leadership. Enrichment Modules 1, 2, 3.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date May 71
 Contract—N00600-68-C-1525
 Note—41p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Enrichment Activities, Individual Psychology, *Leadership, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on concepts of leadership (EM 010 420, EM 010 451, and EM 010 501). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 321 **EM 010 466**
Introduction to Psychology and Leadership. Enrichment II; Problems in Individual Behavior. Enrichment Modules 4, 5, 6, 7.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date May 71
 Contract—N00600-68-C-1525
 Note—45p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Behavior, Communication (Thought Transfer), *Enrichment Activities, *Individual Characteristics, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on problems in individual behavior (EM 010 421, EM 010 422, EM 010 423, EM 010 452, EM 010 453, and EM 010 502). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 322 **EM 010 467**
Introduction to Psychology and Leadership. Enrichment III; Group Dynamics and the Chain of Command. Enrichment Modules 8, 9, 10, 11.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—34p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Enrichment Activities, *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on group dynamics (EM 010 424, EM 010 425, EM 010 454, and EM 010 503). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 323 **EM 010 468**
Introduction to Psychology and Leadership. Enrichment VI; Problems of Leadership. Enrichment Modules 12, 13, 14.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date May 71
 Contract—N00600-68-C-1525
 Note—34p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Enrichment Activities, Individual Psychology, Leadership, *Leadership Responsibility, *Leadership Training, *Military Training, Power Structure, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on authority and responsibility (EM 010 432, EM 010 433, EM 010 458, and EM 010 506). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 324 **EM 010 469**
Introduction to Psychology and Leadership. Enrichment VIII; Motivation of Subordinates. Enrichment Modules 15, 16, 17, 18.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
 Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
 Bureau No—BR-8-0448
 Pub Date May 71
 Contract—N00600-68-C-1525
 Note—52p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Enrichment Activities, Individual Psychology, *Interpersonal Relationship, Leadership, *Leadership Training, *Military Training, Power Structure, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on senior-subordinate relationships (EM 010 437, EM 010 438, EM 010 460, and EM 010 508). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 325 EM 010 470
Introduction to Psychology and Leadership. Enrichment XA; Discipline and the Group. Enrichment Modules 19, 20, 21.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—39p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Discipline, *Enrichment Activities, Group Relations, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on discipline (EM 010 441, EM 010 442, EM 010 462, EM 010 471, and EM 010 510). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 326 EM 010 471
Introduction to Psychology and Leadership. Enrichment XB; Discipline and the Individual. Enrichment Modules 22, 23, 24, & 25.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—44p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Behavior, Communication (Thought Transfer), *Discipline, *Enrichment Activities, Individual Characteristics, Individual Psychology, Leadership, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on discipline (EM 010 441, EM 010 442, EM 010 462, EM 010 470, and EM 010 510). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 327 EM 010 472
Introduction to Psychology and Leadership. Enrichment XII; Learning to Lead. Enrichment Modules 26, 27, 28.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—25p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Enrichment Activities, Individual Psychology, *Leadership, Leadership Styles, *Leadership Training, *Military Training, Programmed Instruction, Psychology, Sequential Programs, Social Psychology

Designed to help bring students to greater understanding of concepts of the introduction to psychology and leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this Structural Communications unit is coordinated with the instructional unit in the core course on applied leadership (EM 010 444, EM 010 445, EM 010 446, EM 010 447, EM 010 464, and EM 010 512). The basic strategy of the unit is to have the student work through the central theme which dominates problems presented in a brief series of modules. Each successive module refers to a matrix of statements which the student examines for relevance to the problem being considered. The unit can be used either individually or in a group setting, and was designed so that the end product would be a student with a more complete grasp of the elements of the theme and their interaction. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 328 EM 010 473
Introduction to Psychology and Leadership. Leadership Course; Phase I, Terminal Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-6-2

Bureau No—BR-8-0448

Pub Date 11 Nov 68

Contract—N00600-68-C-1525

Note—54p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), Curriculum Design, Curriculum Development, Individualized Curriculum, *Individualized Instruction, Instructional Design, Leadership, *Leadership Training, Management Education, *Military Training, *Performance Criteria, Technical Reports

The terminal objectives for all eight chapters of the experimental multimedia leadership management course developed by Westinghouse Learning Corporation for the United States Naval Academy are presented in this report. Also included is the script to the film General Order No.

21, and the 41 Critical Behavior Categories of NAVPERS 92224A. Related documents are under EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512, with EM 010 418, EM 010 419 and EM 010 484 being the final report. (Author/RH)

ED 071 329 EM 010 474
Introduction to Psychology and Leadership. Leadership Course; Phase I, Course Description.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-6-3

Bureau No—BR-8-0448

Pub Date 18 Nov 68

Contract—N00600-68-C-1525

Note—21p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Behavioral Objectives, Communication (Thought Transfer), *Curriculum Design, *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, *Models, *Multimedia Instruction, Performance Criteria, Psychology, Social Psychology, Technical Reports

The existing (1968) United States Naval Academy course on psychological and management principles applicable to leadership is reviewed, along with the proposed experimental multimedia course being developed by Westinghouse Learning Corporation (the final report appears under EM 010 418, EM 010 419, and EM 010 484). The functional categories of a working model for the development of multimedia courses are also presented. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (RH)

ED 071 330 EM 010 475
Tosti, Donald T. And Others

Introduction to Psychology and Leadership. Leadership Course; Research and Evaluation Plans, Part I.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TR-6-3a

Bureau No—BR-8-0448

Pub Date 31 Jan 69

Contract—N00600-68-C-1525

Note—74p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Cost Effectiveness, Curriculum Design, *Curriculum Development, Data Processing, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Models, Multimedia Instruction, Psychology, Research, *Research Design, Research Methodology, Social Psychology, Statistical Analysis, Technical Reports

In the first of a two-part document, the Westinghouse Learning Corporation delineates the major aspects of research to be carried out in the experimental leadership course instituted at the United States Naval Academy (the final report appears under EM 010 418, EM 010 419, and EM 010 484). Specific topics covered in this part include validation of materials, development of evaluative measures of achievement, development of time-cost effectiveness measures, student characteristics, statistics summary, and data processing requirements. Part II, concerned with experimentation design consideration for research on media and presentation design, appears under EM 010 487. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (RH)

ED 071 331 EM 010 476
Introduction to Psychology and Leadership. Leadership Course; Phase I, Cost Effectiveness.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-5

Bureau No—BR-8-0448

Pub Date 7 Mar 69

Contract—N00600-68-C-1525

Note—24p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Cost Effectiveness, Curriculum Design, *Curriculum Development, Educational Accountability, *Evaluation, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Performance Criteria, Psychology, Social Psychology, Technical Reports

Methods for accumulating detailed costs of the experimental leadership course developed by Westinghouse Learning Corporation for the United States Naval Academy (the final report appears under EM 010 418, EM 010 419, and EM 010 484), as well as proposed methods of reporting cost-effectiveness, are described in this report. Related documents appear under EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512. (Author/RH)

ED 071 332 EM 010 477

Introduction to Psychology and Leadership. Leadership Course; Phase I, Sequencing Rationale.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-2

Bureau No—BR-8-0448

Pub Date 19 Mar 69

Contract—N00600-68-C-1525

Note—28p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), *Course Content, Curriculum Design, *Curriculum Development, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, *Military Training, Multimedia Instruction, Psychology, Social Psychology, Technical Reports

The rationale for determining the content sequence of the leadership course developed for the United States Naval Academy by Westinghouse Learning Corporation (the final report appears under EM 010 418, EM 010 419, and EM 010 484) is discussed. Each of several theoretical bases for sequencing is discussed and sample applications of the rationale are presented. EM 010 418 through EM 010 447 and EM 010 451 and EM 010 512 are related documents. (Author/RH)

ED 071 333 EM 010 478

Introduction to Psychology and Leadership. Leadership Course; Phase I, Course Strategy.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-4

Bureau No—BR-8-0448

Pub Date 21 Mar 69

Contract—N00600-68-C-1525

Note—45p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Course Content, Curriculum Design, *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Psychology, Research, *Research Design, Social Psychology, Technical Reports

Four significant aspects of the leadership management course development project (run by Westinghouse Learning Corporation for the United States Naval Academy See EM 010 418,

EM 010 419, and EM 010 484 for the final report) are discussed. The aspects explained are course structure, evaluation procedures, constraints imposed on the course structure by the research design, and the delivery logistics. Related documents appear under EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512. (Author/RH)

ED 071 334 EM 010 479

Introduction to Psychology and Leadership. Leadership Management Course; Course Development Model for Phase I.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-6

Bureau No—BR-8-0448

Pub Date 28 Mar 69

Contract—N00600-68-C-1525

Note—36p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Communication (Thought Transfer), *Course Content, Curriculum Design, *Curriculum Development, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, *Military Training, Multimedia Instruction, Psychology, Social Psychology, Technical Reports

The course development model used in the development of the leadership course for the United States Naval Academy by the Westinghouse Learning Corporation is briefly presented and examined, with those features which are specific to the USNA indicated. The final report of the project is under EM 010 418, EM 010 419, and EM 010 484. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related reports. (Author/RH)

ED 071 335 EM 010 480

Introduction to Psychology and Leadership. Leadership Management Course; Application of PERT to Research and Development in Education.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-7

Bureau No—BR-8-0448

Pub Date 16 May 69

Contract—N00600-68-C-1525

Note—55p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Cost Effectiveness, Critical Path Method, Curriculum Design, Curriculum Development, Educational Accountability, Evaluation, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, *Leadership Training, Management Education, Military Training, *Multimedia Instruction, Performance Criteria, Psychology, Social Psychology

The application of the Performance Evaluation and Review Technique (PERT) to the multimedia leadership course development project (see EM 010 418, EM 010 419, and EM 010 484 for the final report) is summarized in this report. The development of the system and the problems encountered in its operation are discussed. Charts showing the critical path for Phase I of the project and a specific task breakdown for one department are included. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/RH)

ED 071 336 EM 010 481

Bessemer, David W. Shrager, Jules H.

Introduction to Psychology and Leadership. Typological Analysis of Student Characteristics: Preliminary Report.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-8

Bureau No—BR-8-0448

Pub Date 15 Sep 69

Contract—N00600-68-C-1525

Note—18p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, *Curriculum Development, Evaluation, *Individual Differences, Individualized Curriculum, Individualized Instruction, Individual Psychology, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Performance Criteria, Psychology, Social Psychology, Student Characteristics, Technical Reports

Recommendations for an alternative plan, based on typological analysis techniques, for the evaluation of student characteristics related to media, presentation design, and academic performance are presented. Difficulties with present evaluation plans are discussed, and different methods of typological analysis are described. Included are suggestions for preliminary implementation of these procedures in the leadership course developed for the United States Naval Academy by the Westinghouse Learning Corporation. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents with EM 010 418, EM 010 419, and EM 010 484 being the final report. (Author/RH)

ED 071 337 EM 010 482

Shrage, Jules H. And Others

Introduction to Psychology and Leadership.

Specifications of Research Test Items.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No—TP-6-9

Bureau No—BR-8-0448

Pub Date Dec 69

Contract—N00600-68-C-1525

Note—7p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Curriculum Design, *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Performance Criteria, Psychology, Social Psychology, Technical Reports, *Test Construction, *Tests

The working guidelines for the development of research test items for the cumulative post-tests of the United States Naval Academy's leadership course developed by the Westinghouse Learning Corporation are presented in this report, including general specifications, content analysis and test construction, and classification of items. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (Author/RH)

ED 071 338 EM 010 483

Introduction to Psychology and Leadership. Instructor Guide.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—79p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Course Content, Curriculum Design, *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Psychology, Social Psychology, Teacher Role, *Teaching Guides

The instructor's guide for the leadership course developed for the United States Naval Academy for the Westinghouse Learning Corporation describes the course structure, the student's role in various parts of the course, course administration, and the instructor's role through the course. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents,

with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

ED 071 339 EM 010 484 *Rivers, LeRoy C., II*

Introduction to Psychology and Leadership. Final Report, Part I. Summary and Recommendations on a Multimedia Instructional System for Leadership, Psychology and Management.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-18

Bureau No.—BR-8-0448

Pub Date 26 May 71

Contract—N00600-68-C-1525

Note—159p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, Curriculum Development, *Evaluation, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Instructional Media, Leadership, *Leadership Training, Military Training, Models, Multimedia Instruction, *Performance Specifications, Psychology, Social Psychology, Technical Reports, Test Construction, Tests

Several studies conducted in the experimental multimedia leadership management course developed by Westinghouse Learning Corporation for the United States Naval Academy are reported in this part of the final report (part two appears under EM 010 418 and EM 010 419). The research was designed to evaluate the effects of major variations in conditions of instruction involving media and presentation forms. The research plan has the distinction of being one of the first to provide a joint examination of factors in all major categories relevant to the design of an instructional system, including media, presentation factors, task requirements, and student characteristics, and in the use of an entire ongoing course system as an experimental vehicle. Supporting documents include a 12-volume set of text-workbooks (EM 010 420 through EM 010 447), coordinated test items for each content area (EM 010 451 through EM 010 464), a set of coordinated enrichment materials (EM 010 465 through EM 010 472), technical reports and papers (EM 010 473 through EM 010 483, and EM 010 487 through EM 010 500), answer and confirmation sheets to quizzes (EM 010 485), a depth core syllabus (EM 010 486), and content outlines for each area (EM 010 501 through EM 010 512). (Author/RH)

ED 071 340 EM 010 485

Introduction to Psychology and Leadership. Answer and Confirmation Sheets.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—264p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Psychology, Social Psychology, *Test Construction, *Tests

The answer and confirmation sheets for the United States Naval Academy course on psychology and leadership developed by Westinghouse Corporation are contained in this document. The text-workbooks from which test questions are drawn appear under EM 010 420 through EM 010 447, and the test items accompanying each appear under EM 010 451 through EM 010 464. Related documents appear under EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

ED 071 341 EM 010 486 **Introduction to Psychology and Leadership. Depth Core Syllabus.**

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date 71

Contract—N00600-68-C-1525

Note—249p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Objectives, Communication (Thought Transfer), *Curriculum Guides, Discussion (Teaching Technique), *Group Discussion, Individual Psychology, *Leadership Training, *Military Training, Psychology, Social Psychology

Depth core discussion is designed to provide a mechanism for interaction between students and instructor with the express purpose of integrating the cognitive objectives of the leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) with the affective domain of leadership. This syllabus for depth core discussion is divided into two parts: the first part is concerned with general guidelines and principles for depth core operations, incorporating the experiences of the on-site instructor and the practical recommendations evolving from that experience, the theoretical framework for altering the conditions of the situation, and some guidelines for grading; the second section contains the actual depth core presentations, separated into 16 discussions. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/SH)

ED 071 342 EM 010 487

Introduction to Psychology and Leadership. Research and Evaluation Plans; Part II.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-3a

Bureau No.—BR-8-0448

Pub Date 9 May 69

Contract—N00600-68-C-1525

Note—104p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Cost Effectiveness, Curriculum Design, *Curriculum Development, Data Processing, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Models, Multimedia Instruction, Psychology, Research, *Research Design, Research Methodology, Social Psychology, Statistical Analysis, Technical Reports

In the second of a two-part document (part I is under EM 010 475), the Westinghouse Learning Corporation provides further details on the research to be carried out in the experimental leadership course instituted at the United States Naval Academy (the final report appears under EM 010 418, EM 010 419, and EM 010 484). Further details are presented on the experimental variables: presentation variables, media variables, student variables, and task variables. In addition, the plan of research and the experimental hypotheses are described. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (RH)

ED 071 343 EM 010 488

Introduction to Psychology and Leadership. Instructional Presentation Design.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-4a

Bureau No.—BR-8-0448

Pub Date 6 Aug 69

Contract—N00600-68-C-1525

Note—53p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, Curriculum Development, Individualized Instruction, Individual Psychology, *Instructional Design, Leadership, *Leadership Training, Management Education, *Military Training, *Multimedia Instruction, Psychology, Technical Reports

The purpose of this technical report is to describe the media and presentation variables selected for inclusion in the instructional system for the United States Naval Academy leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). Considerations for the selection of these variables, presented fully in another technical report (EM 010 475 and EM 010 487), are first reviewed, and then those variables which were selected are discussed. A description of media and presentation variables is also provided. Finally, flowcharts depict the assignment of media to segments of the course. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 344 EM 010 489

Hubert, Edwin E. Rivers, LeRoy C.

Introduction to Psychology and Leadership. An Analysis and Evaluation of Instructional Methodology for a Multimedia Course in Leadership, Psychology and Management.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-11

Bureau No.—BR-8-0448

Pub Date 15 Oct 70

Contract—N00600-68-C-1525

Note—178p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Communication (Thought Transfer), *Course Evaluation, Individualized Instruction, Individual Psychology, Instructional Design, *Leadership, Management Education, Multimedia Instruction, Programmed Instruction, Program Evaluation, Social Psychology, Teaching Methods, Technical Reports

The effectiveness of a leadership training course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) estimated from student performance on behavioral objectives is presented in this report. Descriptions and discussions of the course, of the development of materials and tests, of the media and presentation forms used, and of the procedures for course revision are provided. The instructional research involved in the project is also briefly covered. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/SH)

ED 071 345 EM 010 490

Besemer, David W. Rivers, LeRoy C.

Introduction to Psychology and Leadership. Report of Phase II Research Findings. The Design and Methodology for Research on the Interaction of Media, Conditions of Instruction, and Student Characteristics for a Multimedia Course in Leadership, Psychology and Management. Part I: Conditions of Instruction.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-12a

Bureau No.—BR-8-0448

Pub Date 15 Oct 70

Contract—N00600-68-C-1525

Note—209p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Autoinstructional Aids, Cost Effectiveness, Curriculum Design, *Curriculum Development, Data Processing, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Models, Multimedia Instruction, Psychology, Research, *Research Design, Research Methodology, Social Psychology, Statistical Analysis, Technical Reports

This report is the first of a two-part document which presents the results of the research conducted during the first implementation of the leadership, psychology and management course at the United States Naval Academy. A detailed discussion of the background of the research, the research plan, and its implementation is provided. The second part of this document is EM 010 491, the final report is EM 010 418, EM 010 419, and EM 010 484, and EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/RH)

ED 071 346 EM 010 491

Besemer, David W. Rivers, LeRoy C., II

Introduction to Psychology and Leadership. Report of Phase II Research Findings: The Design and Methodology for Research on the Interaction of Media, Conditions of Instruction, and Student Characteristics for a Multimedia Course in Leadership, Psychology and Management. Part II: Student Characteristics.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-12b

Bureau No.—BR-8-0448

Pub Date Dec 70

Contract—N00600-68-C-1525

Note—123p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Development, *Evaluation, Individual Differences, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Psychology, Research, *Research Design, Research Methodology, Social Psychology, *Student Characteristics, Technical Reports

This report is the second of a two-part document which presents the results of research conducted during the first implementation of a leadership, psychology and management course at the U.S. Naval Academy. Details on learner variables and performance are cited and discussed. The first part of this document is EM 010 490, the final report appears under EM 010 418, EM 010 419, and EM 010 484, and EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/RH)

ED 071 347 EM 010 492

Introduction to Psychology and Leadership. Design Specifications Document Including Specifications for Product and Course Design System Management and Evaluation Procedures.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-13

Bureau No.—BR-8-0448

Pub Date Feb 71

Contract—N00600-68-C-1525

Note—78p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), *Curriculum Design, *Curriculum Development, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Psychology, Social Psychology, Technical Reports

The design specifications for the United States Naval Academy leadership course developed by Westinghouse Learning Corporation are presented in this report, covering course system design, management, and evaluation. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

ED 071 348 EM 010 493

Cole, James A.

Introduction to Psychology and Leadership. Cost Effectiveness.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-14

Bureau No.—BR-8-0448

Pub Date 30 Apr 71

Contract—N00600-68-C-1525

Note—70p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Behavioral Objectives, Communication (Thought Transfer), *Cost Effectiveness, Individual Psychology, *Instructional Design, Leadership, *Leadership Training, Learning Activities, Management Education, *Military Training, Multimedia Instruction, Performance Specifications, Programmed Instruction, Psychology, Social Psychology

Westinghouse Learning Corporation's (WLC) cost and effectiveness experiences for the preparation of instructional units in the United States Naval Academy leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) are reported in this document. The cost collection system is explained, cost experiences and instructional effectiveness for various media and presentation forms are presented, and a discussion of cost versus effectiveness is provided based on the data gained in the project. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 349 EM 010 494

McEntee, Roxanne Rivers, LeRoy C.

Introduction to Psychology and Leadership. An Analysis and Evaluation of Instructional Methodology for a Multimedia Course in Leadership, Psychology, and Management. Phase III, Evaluation Report.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-15

Bureau No.—BR-8-0448

Pub Date 1 May 71

Contract—N00600-68-C-1525

Note—69p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, *Curriculum Development, *Evaluation, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, Performance Criteria, Psychology, Social Psychology, Technical Reports

An assessment of the effectiveness of the second implementation of the United States Naval Academy multimedia course in leadership, psychology, and management is presented in this report. Descriptions of the course, the media and presentation forms used, and the procedures for course revision are provided. A brief description of the instructional research involved in the project is also given. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (Author/RH)

ED 071 350 EM 010 495

Rivers, LeRoy C., II

Introduction to Psychology and Leadership. Report of Phase III Research Findings: For a Multimedia Course in Leadership, Psychology and Management.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-16

Bureau No.—BR-8-0448

Pub Date 26 May 71

Contract—N00600-68-C-1525

Note—116p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, Cost Effectiveness, Curriculum Design, *Curriculum Development, Data Processing, Individualized Curriculum, *Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Models, Multimedia Instruction, Psychology, Research, *Research Design, Research Methodology, Social Psychology, Statistical Analysis, Technical Reports

An explication of the modification to the research design for the second implementation of the United States Naval Academy leadership course developed by the Westinghouse Learning Corporation is provided. A comparison is made, where applicable, of the results of the experimental manipulations in the spring and fall implementations. A summary of the results of the two research efforts is also provided. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. EM 010 418, EM 010 419, and EM 010 484 are the final reports. (Author/RH)

ED 071 351 EM 010 496

Cole, James A.

Introduction to Psychology and Leadership. Management Design: Procedures for Administration of a Multimedia, Individualized Course in Leadership, Psychology and Management.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-17

Bureau No.—BR-8-0448

Pub Date 26 May 71

Contract—N00600-68-C-1525

Note—63p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.28

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, *Curriculum Development, *Educational Administration, Individualized Curriculum, Individualized Instruction, Individual Psychology, Instructional Design, Leadership, *Leadership Training, Management Education, Military Training, Multimedia Instruction, *Program Administration, Psychology, Social Psychology, Technical Reports

The management aspects of the self-paced, individualized course on psychology and leadership prepared for the United States Naval Academy by the Westinghouse Learning Corporation are described in this report. Included are the instructor role, the administrator role, the use of the instructional materials, and the course description. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents, with the final report appearing under EM 010 418, EM 010 419, and EM 010 484. (RH)

ED 071 352 EM 010 497

Introduction to Psychology and Leadership. Rank-Biserial Correlation as an Item Discrimination.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TP-6-10

Bureau No.—BR-8-0448

Pub Date 11 May 70

Contract—N00600-68-C-1525

Note—16p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Statistics, *Correlation, Scores, *Statistical Analysis

Written as a technical report for the leadership course of the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484), this paper examines the use and interpretation of the rank-biserial correlation as an index of item discrimination. The advantages and disadvantages of this index are compared with those of alternative indices derived from the response of upper and lower groups divided on the basis of total test scores. Computational procedures and tests of statistical significance for the rank-biserial correlation are presented. Appropriate correction for the spurious correlation arising from the contribution of

the item to total scores is also provided. (Author/SH)

ED 071 353 EM 010 498

Introduction to Psychology and Leadership. Leadership Management Course Computer Programs and Specifications.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-10

Bureau No.—BR-8-0448

Pub Date May 69

Contract—N00600-68-C-1525

Note—44p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Computers, Course Evaluation, Data Analysis, Data Bases, *Data Processing, Electronic Data Processing, Individual Psychology, *Leadership Training, Management Education, *Military Training, Multimedia Instruction, Programed Instruction, Psychology, Social Psychology, Student Records, *Systems Approach

The data processing activities to support a multimedia course in leadership (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484) are overviewed in this document. A first section describes the type of flexible systems approach used in conjunction with a comprehensive data base and data management system which was adopted. Other sections cover the data base, student data record, a sample module data record, the data management system, evaluation and validation support, course performance items, and the Project Annapolis Systems Configuration. EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 354 EM 010 499

Introduction to Psychology and Leadership. Block Diagrams. Hierarchy of Behavioral Concepts for Content Outline for Leadership Course.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TR-6-1c

Bureau No.—BR-8-0448

Pub Date 4 Oct 68

Contract—N00600-68-C-1525

Note—16p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), Course Content, *Diagrams, *Flow Charts, Individual Psychology, Leadership, Leadership Training, *Military Training, Models, Programed Instruction, Psychology, Social Psychology

Block diagrams describe the hierarchy of behavioral concepts in the United States Naval Academy leadership course (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 355 EM 010 500

Introduction to Psychology and Leadership. A Behavioral Approach to Instructional Design and Media Selection.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—TP-6-1

Bureau No.—BR-8-0448

Pub Date 23 Sep 68

Contract—N00600-68-C-1525

Note—91p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Communication (Thought Transfer), Curriculum Design, *Curriculum Development, Individualized Curriculum, *Individualized Instruction, Individual

Psychology, Instructional Design, Instructional Media, Leadership, *Leadership Training, Management Education, Models, *Multimedia Instruction, Psychology, Social Psychology, Technical Reports

As a part of a course on leadership, psychology and management developed for the United States Naval Academy (the final report appears under EM 010 484, EM 010 418, and EM 010 419) this report proposes a new model for presentation design and media selection which distinguishes between media and presentations. Presentation Design is discussed in detail, and five dimensions of presentation are proposed: stimulus encoding, response demand, management of presentation, duration of presentation, and distribution of presentation. Finally, present media research trends are discussed briefly, and where possible, their methods are compared to the new model. Continuing research dedicated toward producing an operational system is discussed. EM 010 418 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (Author/RH)

ED 071 356 EM 010 501

Introduction to Psychology and Leadership. Part One: Overview of Leadership. Content Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—33p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, *Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on concepts of leadership (see EM 010 420, EM 010 451, and EM 010 465), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 357 EM 010 502

Introduction to Psychology and Leadership. Part Two: Individual Behavior. Content Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—106p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, Behavior, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, *Individual Characteristics, Individual Psychology, Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on individual behavior (see EM 010 421, EM 010 422, EM 010 423, EM 010 452, EM 010 453, and EM 010 466), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 358 EM 010 503

Introduction to Psychology and Leadership. Part Three: Group Dynamics. Content Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—55p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, *Group Dynamics, Group Relations, Groups, Individual Psychology, Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on group dynamics (see EM 010 424, EM 010 425, EM 010 454, and EM 010 467), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 359 EM 010 504

Introduction to Psychology and Leadership. Part Four: Achieving Effective Communication. Content Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—70p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, *Communication (Thought Transfer), *Course Content, Individual Psychology, Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on achieving effective communication (see EM 010 426, EM 010 427, EM 010 428, and EM 010 455), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 360 EM 010 505

Introduction to Psychology and Leadership. Part Five: Military Management. Content Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—133p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, Leadership, *Management Education, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on military management (see EM 010 429, EM 010 430, EM 010 431, EM 010 456, and EM 010 457), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 361 **EM 010 506**
Introduction to Psychology and Leadership. Part
Six; Authority and Responsibility. Content Out-
line, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—68p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, Leadership, *Leadership Responsibility, *Military Training, *Performance Specifications, Power Structure, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on authority and responsibility (see EM 010 432, EM 010 433, EM 010 458, and EM 010 468), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 362 **EM 010 507**
Introduction to Psychology and Leadership. Part
Seven; Leadership Behavior and Style. Content
Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—57p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, Behavior, *Behavioral Objectives, Communication (Thought Transfer), Course Content, Individual Psychology, Leadership, *Leadership Styles, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on leadership behavior and style (see EM 010 434, EM 010 435, EM 010 436, and EM 010 459), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 363 **EM 010 508**
Introduction to Psychology and Leadership. Part
Eight; Senior-Subordinate Relationships. Content
Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—88p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, *Interpersonal Relationship, Leadership, *Military Training, *Performance Specifications, Power Structure, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on senior-subordinate relationships (see EM 010 437, EM 010 438, EM 010 460, and EM 010 469), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize

the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 364 **EM 010 509**
Introduction to Psychology and Leadership. Part
Nine; Morale and Esprit De Corps. Content
Outline, Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—29p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, Leadership, *Military Training, *Morale, *Performance Specifications, Programed Instruction, Psychology, Social Psychology, Teamwork

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on morale and esprit de corps (see EM 010 439, EM 010 440, and EM 010 461), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 365 **EM 010 510**
Introduction to Psychology and Leadership. Part
Ten; Discipline. Content Outline, Terminal and
Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—31p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, *Discipline, Individual Psychology, Leadership, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on discipline (see EM 010 441, EM 010 442, EM 010 462, EM 010 470, and EM 010 471), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 366 **EM 010 511**
Introduction to Psychology and Leadership. Part
Eleven; Personnel Evaluation. Content Outline,
Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—37p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, Leadership, *Military Training, *Performance Specifications, *Personnel Evaluation, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum

area on personnel evaluation (see EM 010 443 and EM 010 463), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 367 **EM 010 512**
Introduction to Psychology and Leadership. Part
Twelve; Applied Leadership. Content Outline,
Terminal and Enabling Objectives.

Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-8-0448

Pub Date May 71

Contract—N00600-68-C-1525

Note—46p.; See also EM 010 418 and EM 010 419

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Autoinstructional Aids, *Behavioral Objectives, Communication (Thought Transfer), *Course Content, Individual Psychology, *Leadership, Leadership Styles, *Military Training, *Performance Specifications, Programed Instruction, Psychology, Social Psychology

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on applied leadership (see EM 010 444, EM 010 445, EM 010 446, EM 010 447, EM 010 464, and EM 010 472), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

ED 071 368 **EM 010 516**
Bishop, Lloyd K.
Individualizing Educational Systems; The Eleme-
ntary and Secondary School Implications for
Curriculum, Professional Staff and Students.

Pub Date 71

Note—276p.

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street, New York, N.Y. 10016 (\$7.95)

Document Not Available from EDRS.

Descriptors—Decision Making, *Educational Change, Elementary Education, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Professional Education, Professional Personnel, Program Descriptions, Secondary Education, Student Role, Teacher Role

The purpose of this book is to present the major methods and strategies employed by elementary and secondary schools during the past decade for enhancing the individualization of instruction. The concept of individualization is treated in a broad context. Program descriptions and techniques are described encompassing topics such as individualization of instructional programs with an emphasis on the major techniques and methods, individualization of instruction with applications drawn from innovative elementary and secondary school programs, emphasis on the student as a major force in the educational system, and emergent professional and organizational patterns with emphasis on the role of the teacher in instructional decision making. The presentations and descriptions focus on the development of specific programs and materials, organizational and professional models within elementary and secondary schools, contemporary educational facilities required for individualizing instruction, and the student as a co-participant in the educational process. (Author/SH)

ED 071 369 **EM 010 523**
Fenichel, Robert R. Weizenbaum, Joseph
Computers and Computation. Readings from
Scientific American.

Pub Date 71

Note—283p.

Available from—W. H. Freeman and Company, 660 Market Street, San Francisco, California 94104 (hardback \$10.00, paperback \$4.95)

Document Not Available from EDRS.

Descriptors—*Artificial Intelligence, *Computer Assisted Instruction, *Computers, *Computer Science, Educational Games, Electronic Equipment, *Man Machine Systems, Mathematics, Music, Simulation, Technological Advancement Identifiers—Scientific American, Suppes (Patrick)

A collection of articles from "Scientific American" magazine has been put together at this time because the current period in computer science is one of consolidation rather than innovation. A few years ago, computer science was moving so swiftly that even the professional journals were more archival than informative; but today it is much easier to put the articles which constitute this book into perspective, which the introductions to each of the five sections of the book attempt to do. The five sections deal with: fundamentals (components of computer systems); games, music, and artificial intelligence; mathematics of, by, and for computers; computer models of the real world; and uses of the computer in technology, organizations, education, and science. The section on use of computers in education describes Patrick Suppes' experiments in computer-aided instruction at Stanford University, particularly drill-and-practice situations for elementary school students in arithmetic. (Author/JK)

ED 071 370 EM 010 524
Proceedings of the Canadian Symposium on Instructional Technology (Calgary, Alberta, May 24-26, 1972).

National Research Council of Canada, Ottawa (Ontario).

Pub Date May 72

Note—347p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Computers, Computer Science, Conference Reports, Cybernetics, Educational Development, Educational Technology, *Instructional Improvement, Instructional Media, *Instructional Technology, Management Education, Mathematical Logic, *Media Technology, Programmed Materials, Program Evaluation, Programming Languages, Symposia Identifiers—Canada

A Symposium was held in May of 1972 to assist in the resolution of the varied problems affecting the advance of educational technology. Most of the papers presented at the symposium dealt with the current situation of various aspects of computer assisted instruction (CAI) throughout Canada. Other papers covered CAI centralization, minicomputers, co-operative research projects, educational games, educational management simulations, logic instruction, program design, language standards, group use of CAI, teacher-authored instruction, and "do-it-yourself programming." The concluding speaker noted that a very small amount of hard data was presented in the papers and emphasized that the fate of CAI will be determined by cost-benefit analysis. (MC)

ED 071 371 EM 010 526
Index to Educational Audio Tapes. Second Edition.

University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date Dec 72

Note—566p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (\$36.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Catalogs, Classroom Materials, Curriculum Enrichment, Educational Resources, *Indexes (Locators), *Instructional Media, Marketing, Media Selection, Phonotape Recordings, *Resource Guides, *Tape Recordings

An index provides media staff, library personnel, and educators with a bibliographic guide to commercially produced educational audio tapes. This annotated computerized data base cites over 18,000 titles, filed under approximately 200 curriculum oriented subject and category headings. The index is divided into three principal sections: 1) subject guide; 2) alphabetical guide; and 3) directory of producers and distributors. (MC)

ED 071 372 EM 010 527-
Index to Educational Records. Second Edition.
University of Southern California, Los Angeles. National Information Center for Educational Media.

Pub Date Dec 72

Note—536p.

Available from—University of Southern California, National Information Center for Educational Media, University Park, Los Angeles, California 90007 (\$34.50)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, Catalogs, Classroom Materials, Educational Resources, *Indexes (Locators), *Instructional Media, Media Selection, *Phonograph Records, *Resource Guides, Resource Materials

An index provides media staff, library personnel, and educators with a bibliographic guide to commercially produced educational records. This computerized data base cites over 16,000 record titles each with a descriptive statement, filed under a curriculum oriented subject heading. The index is divided into three principal sections: 1) subject guide; 2) alphabetical guide and 3) directory of producers and distributors. (MC)

ED 071 373 EM 010 528
A Grant to Strengthen Florida State University's Center for Educational Technology. Annual Report.

Florida State Univ., Tallahassee. Center for Educational Technology.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.

Pub Date 72

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annual Reports, Closed Circuit Television, Consultation Programs, Cooperative Planning, *Developing Nations, Educational Development, Educational Planning, Educational Research, *Educational Technology, Educational Television, Instructional Media, Instructional Technology, *Multimedia Instruction, Planning (Facilities), Research and Development Centers, Resource Allocations, *Systems Approach, *Technical Assistance, World Affairs

Under this grant, the Florida State University committed itself to the strengthening of the University's capacity in applying a systems approach to the utilization of technology in education; to mobilize and extend further its competencies in this field; and, through its Center for Educational Technology (CET), to provide a special focus of its institutional capabilities and resources on the problems of education in developing nations. Specific objectives to be supported by the grant are: 1) plan and carry out a program of applied developmental research; 2) design and organize systematic approaches, alternative models, and optional arrangements for the application of educational technology; 3) provide educational training opportunities for U.S. and foreign personnel; 4) develop an information center on educational technology; 5) establish interinstitutional linkages with appropriate organizations in developing nations; and 6) serve as a basic intellectual resource center within the United States. This report provides detailed explanations and evaluations of the first year's operations. (MC)

ED 071 374 EM 010 529

Price, Monroe E. Wicklein, John

Cable Television: A Guide for Citizen Action.

United Church of Christ, New York, N.Y.

Spons Agency—John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—160p.

Available from—Pilgrim Press, 1505 Race Street, Philadelphia, Pennsylvania 19102 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Cable Television, *Citizen Participation, Community Role, Guides, *Programming (Broadcast), *Public Affairs Education

When commercial radio began broadcasting, some citizens saw it as a new "golden age," offering vast opportunities for educational and public service programming. These dreams did not come true because it was more profitable to sell advertising. The same pattern occurred with broadcast

television. Cable television provides a third chance, and this book is written to help citizen groups make the most of it. It describes some potential public uses for cable and points to existing cable channels which are serving their communities. It suggests things to look for in a franchise, how to improve an existing service, and how regulatory agencies work. It makes clear ways in which citizens groups with little technological experience can make use of cable. Appendices include: proposed Federal Communications Commission rules for cable television systems; a bibliography; a list of organizations that can help citizen groups; production costs for public access programming; cable franchises and regulations; and a plan for a big city cable system. (JK)

ED 071 375 EM 010 550

Mayer, Martin

About Television.

Pub Date 72

Note—433p.; First Edition

Available from—Harper and Row, Publishers, Inc., 49 East 33rd Street,

Document Not Available from EDRS.

Descriptors—American History, *Broadcast Industry, Broadcast Television, *Modern History, News Media, Politics, Programming (Broadcast), Public Television, *Television, Television Commercials

The entire broadcast television industry is the subject of this book. An attempt is made to present history, theory, and anecdotes about television programming, television advertising, television and politics, and network news, focusing all the while on American television, but with consideration given to alternative structures and methods. Diversity is examined in relation to local television, public television, and the new cable technologies. The book closes with a brief look at what the future of television may be like. (RH)

ED 071 376 EM 010 552
Study-Teaching Guide for the Independent Film.

Pub Date 72

Note—47p.

Available from—Grove Press Evergreen Films, 53 East 11th Street, New York, N. Y. 10003

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Audiovisual Aids, Audiovisual Communication, *Catalogs, *Film Libraries, *Films, *Film Study, Visual Literacy

This booklet is both an explanation of the independent film (also known as "avant-garde" or "underground film") and a catalog of Grove Press' underground films, which are available for sale or rent. The topics covered include ways the independent film differs from the commercial film, the importance of and a short history of the independent film, and suggestions for using the independent film in the classroom. Films in the catalog include those of Kenneth Anger, Stan Brakhage, Bruce Conner, Robert Downey, and others. A list of films which pertain to various curriculum areas is also included. (JK)

ED 071 377 EM 010 559

Seiden, Martin H.

Cable Television U. S. A. An Analysis of Government Policy.

Pub Date 72

Note—252p.

Available from—Praeger Publishers, Inc., 111 Fourth Avenue, New York, N.Y. 10003 (\$16.50)

Document Not Available from EDRS.

Descriptors—*Broadcast Industry, *Cable Television, Community Antennas, *Federal Laws, Mass Media, Telecommunication, Television Identifiers—*Federal Communications Commission

It is the opinion of the author that the Federal Communications Commission (FCC) has wasted much of its time and energy in recent years constantly forming and revising cable television regulations when cable television is a relatively minor phenomenon with which the Commission should not have concerned itself in the first place. Thus, this book presents an analysis of how cable television came to be a question before the FCC, the cable industry's structure, costs, profits, and impact, and the evolution of the FCC's regulatory systems. The common carrier debate, the potential of broadcast satellites, and various landmark

cases are also discussed. Appendixes present information about various aspects of cable television systems, networks, and regulations. (RH)

ED 071 378 EM 010 562

Hamilton, Edward A.
Graphic Design for the Computer Age: Visual Communication for all Media.

Pub Date 70

Note—191p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 (\$19.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Charts, *Computer Graphics, Diagrams, *Graphic Arts, Non-verbal Communication, Photocomposition, *Photography, Signs, Special Effects, Teaching Techniques, Visual Aids, Visual Arts, Visual Literacy

Because of the rapid pace of today's world, graphic designs which communicate at a glance are needed in all information areas. The essays in this book deal with various aspects of graphic design. These brief essays, each illustrated with graphics, concern the following topics: a short history of visual communication, information design, the merits of popularization, the language of graphics, styles and functions of illustration, sequence and basic visual organization, structure and the visual presentation of complex ideas, the development and uses of the picture essay, color versus black and white, special effect photographs, maps, and graphic computer capabilities. Ways of using graphics in teaching are suggested. This book presents basic concepts in graphics design but is not a how-to-do-it manual. (JK)

ED 071 379 EM 010 563

Knecht, Kenneth B.

Designing and Maintaining the CATV and Small TV Studio.

Pub Date Oct 72

Note—252p.

Available from—TAB Books, Blue Ridge Summit, Pennsylvania 17214 (\$12.95)

Document Not Available from EDRS.

Descriptors—Broadcast Television, *Cable Television, *Closed Circuit Television, Electronic Equipment, *Guides, Instructional Television, Manuals, *Production Techniques, *Television, Television Lighting, Television Lights, Video Equipment, Video Tape Recordings

Written especially for those who want expert, in-depth guidance on setting up a small-to-medium size television studio, this handbook is a detailed guide on the installation and maintenance of production facilities for cable, closed-circuit, instructional, and small broadcast television studios. Detailed discussions are included of studio pulse distribution; switching systems and camera, film and video tape equipment; and special effects. Also described are cameras and lighting, color television equipment, monitoring, and studio and control area signal distribution. In addition, video distribution amplifiers, video test generators, processing amplifiers, and patching networks are covered. Consideration is given to audio equipment, and information is provided on the total studio design construction practices, equipment lists, and maintenance and test equipment. A final chapter describes three system examples—a small studio, a larger studio, and a studio with complete color facilities. (Author/SH)

ED 071 380 EM 010 570

ADAPSO Computer Services Industry Directory of Members, 1972-1973.

Association of Data Processing Service Organizations, New York, N.Y.

Pub Date 72

Note—35p.

Available from—Association of Data Processing Service Organizations, Inc., 551 Fifth Avenue, New York, N.Y. 10017 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Computers, *Data Processing, *Directories, *Electronic Data Processing, *Professional Associations, Professional Services, Standards

The 1972-73 directory of the Association of Data Processing Service Organizations was designed to provide a list of those members subscribe to the Code of Ethical Standards and can be expected to provide reliable and efficient services to the users in the community. The Code is

presented, and then full member firms are listed for states in the United States, for Canada, and for world centers. Associate members and headquarter locations of members are also listed. Full addresses and phone numbers are provided for each firm, and a company official is also listed for most. (SH)

ED 071 381 EM 010 574

Arrasjid, Harun, Ed. Arrasjid, Dorine, Ed.

Media Objectives for Teachers.

Pub Date 71

Note—80p.

Available from—MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, N.Y. 10017 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Behavioral Objectives, Computer Assisted Instruction, Dial Access Information Systems, Display Panels, Graphic Arts, *Instructional Media, *Instructional Technology, Programmed Instruction, Realia, Screens (Displays), *Teaching Methods

The purpose of this book is to provide a compendium of instructional objectives concerning instructional media and materials. It is useful for either teacher training programs or college level media courses. Each objective is stated behaviorally, such as "list the important features of a tape recorder." Objectives are arranged by medium. The media covered are: audio learning, overhead projection, opaque projection, slide/filmstrip projection, screen, realia, chalkboard, graphics, display, models, duplicating, motion pictures, television, programmed instruction, computers, and audio dial access system. For each objective, there is a reference to a text which teaches the objective. Suggestions are included for using the objectives in large group sessions, small group sessions, and individualized instruction. (JK)

ED 071 382 EM 010 575

Levien, Roger E.

The Emerging Technology. Instructional Uses of the Computer in Higher Education.

Carnegie Commission on Higher Education, Berkeley, Calif.; Rand Corp., Santa Monica, Calif.

Spons Agency—Carnegie Commission on Higher Education, Berkeley, Calif.

Pub Date 72

Note—585p.

Available from—McGraw-Hill, 1221 Avenue of the Americas, New York, N.Y. 10020 (\$12.50)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Computer Assisted Instruction, Computers, Computer Science, Computer Science Education, Cybernetics, Decision Making, Educational Administration, Educational Economics, *Higher Education, Information Processing, Instructional Improvement, *Instructional Technology, Library Automation, Operations Research, Programmed Materials, Student Attitudes

By presenting a comprehensive non-technical review of how computers operate, how extensively and effectively they are used, and what they cost, this book provides the lay person substantial information concerning computers in higher education. The major trends in computer development, past and future; the role of the computer in the administrative, research, and instruction areas of higher education; and the principal methods of providing computer service are discussed. The instructional aspect is reviewed in greater detail, dividing the analysis into three areas: the quantitative spread of computers in the nation's campuses; the technological range of machines and programs; and the state of the art in computer-assisted instruction. Future prospects for computers are examined, particularly cost-effectiveness analyses of not only economics and technology but also of institutions and attitudes. (MC)

ED 071 383 EM 010 576

Hancock, Alan

Planning for ITV. A Handbook of Instructional Television.

Pub Date 71

Note—236p.

Available from—Humanities Press, Inc., 450 Park Avenue, South, New York, N.Y. 10016 (\$12.50)

Document Not Available from EDRS.

Descriptors—Educational Planning, *Educational Television, Evaluation, *Guides, Instructional

Staff, *Instructional Television, Manuals, *Mass Media, Recruitment, *Televized Instruction, Training

In an attempt to provide a manual and guide for practitioners and students of educational television, the principles of educational television are described, along with a variety of applications. Methods of utilization and evaluation are provided with full treatment of problems in staffing, recruiting, and training. (Author/RH)

ED 071 384 EM 010 578

Saxe, Richard W., Ed.

Opening the Schools: Alternative Ways of Learning.

Pub Date 72

Note—405p.

Available from—McCutchan Publishing Corporation, 2526 Grove Street, Berkeley, California 94704 (\$5.75)

Document Not Available from EDRS.

Descriptors—Alternative Schools, College Credits, *Experimental Schools, Higher Education, *Open Education, Progressive Education, *Urban Schools

Identifiers—Metro High School, Outward Bound Program, Parkway Program

The articles in this collection assume that some learning is done better in places other than the classroom. Many selections justify philosophically and psychologically the formation of alternatives. Others present case histories of ongoing experimentation with alternatives at all levels of education. No particular models are advocated. The need for alternatives comes about as students are expressing their dissatisfaction with traditional courses and asking for topics that concentrate on present issues involving politics, religion, and social conditions and values. They are requesting credit for their participation in services, activities, and experiences that occur outside the classroom. In response to these student demands for change, many schools are initiating innovations in curricula and the learning process. Philadelphia's Parkway Program, Chicago's Metro High School, and the Outward Bound Program are some responses to this situation discussed in this anthology. The book has three sections: the need for alternatives, alternatives in higher education, and public school alternatives. (JK)

ED 071 385 EM 010 581

Layman's Guide to the Use of Computers.

Association for Educational Data Systems, Washington, D.C.

Pub Date 71

Note—65p.

Available from—Association for Educational Data Systems, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Computers, *Computer Science, *Computer Science Education, Counseling Programs, Educational Games, Glossaries, *Guides, Programmed Instruction, *Programming Languages

In this introductory pamphlet, computers are defined, and the main components of a computer system (input, storage or memory, control, arithmetic logic, and output), the language of the computer and use of computers in education are discussed. The latter section considers computer science, computer-assisted instruction, programmed instruction, educational games, and use of computers in counseling. Examples of programs in each area are given. A glossary is provided. The style is nontechnical and the treatment is brief. (JK)

ED 071 386 EM 010 596

Mielke, Keith W.

Renewing the Link Between Communications and Educational Technology.

Association for Educational Communications and Technology, Washington, D.C.

Spons Agency—Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Pub Date Jan 73

Contract—OEC-1-7-070-873-4581

Note—44p.

Available from—ERIC Clearinghouse on Educational Communication and Technology, 507 SCRDT, Stanford, Ca. 94305 (Single copy free while supply lasts)

Journal Cit—AV Communication Review; v20 n4 pp357-99 Winter 1972

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), Educational Change, *Educational Research, Educational Technology, Information Technology, *Instructional Media, Instructional Technology, *Interdisciplinary Approach, Media Research

Written for those in educational technology and in general education, this report is intended to stimulate a reopening of dialogue and a renewed awareness of common interests between the disciplines of communication research and instructional media research. In stressing the more applied side of communication theory (i.e. those parts which seem more immediately relevant to educational technology), the report proceeds from a selective listing of recent books and anthologies in communication research to four areas of research or theory (passive learning, distraction, color, and functions of entertainment) judged to have interesting potential implication for educational technology, and finally to six major applied, purposive communication projects. (Author/RH)

ED 071 387 EM 010 599

Strasser, Alex

The Work of the Science Film Maker.

Pub Date Dec 72

Note—308p.

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, N. Y. 10016 (\$17.50)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, *Instructional Films, Photographic Equipment, Science Activities, *Science Education, Science Equipment, Science Experiments, *Science Instruction, Science Materials, Teaching Methods

While science films can differ widely in their content and purpose, the making of such films rests on a pattern of principles, techniques, and matters of routine. This book traces that pattern and presents descriptions of how some particular problems were tackled previously. The history and state of the medium are overviewed, with information on its range, conceiving a film, scripting and editing, the image, and sound. The subject of science in relation to films is examined, and special filmmaking techniques are detailed. The conception and making of several science films are presented in some detail; filmmaking procedures and audiovisual aids are also discussed. Additional supplementary information is appended, and a glossary of film terms is also included. (SH)

ED 071 388 EM 010 624

LRC Staff 72/73.

William Rainey Harper Coll., Palatine, Ill.

Pub Date Dec 72

Note—98p.; See Also ED 058 719

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Guides, *Instructional Materials Centers, *Job Analysis, *Junior Colleges, Libraries, Media Specialists, *Professional Personnel, Task Performance

The Learning Resource Center (LRC) at the William Rainey Harper College offers instructional services to assist faculty and students in the selection, production, and utilization of educational media; a library which contains 40,000 volumes, newspapers, and periodicals; and flexible facilities for instruction, an independent study facility, and an innovative diffusion center. The nature of the LRC is presented through job descriptions and objectives of center personnel in such categories as administration, acquisitions and cataloging, media circulation, and reference consultation. The previous year's staff booklet can be found under ED 058 719. (RH)

ED 071 389 EM 010 625

The International Directory of Computer and Information System Services, 1971.

International Computation Centre-Intergovernmental Bureau for Informatics, Rome (Italy).

Pub Date 71

Note—475p.; Second Edition

Available from—Europa Publications Limited, 18 Bedford Square, London WC1B 3JN, England (\$17.00); Gale Research Co., Book Tower, Detroit, Michigan 48226 (\$17.00)

Document Not Available from EDRS.

Descriptors—*Computers, Computer Storage Devices, Data Processing, Data Processing Occupations, *Directories, *Electronic Data Processing, Foreign Countries, *Information Processing, Information Systems

The second edition of the directory presents information about the computer services provided to outside customers by commercial concerns, service bureaus, consultants, and educational and research establishments throughout the world. It lists the names, addresses, telephone numbers, and principal officers of institutions and companies, together with such data as fields of application, educational facilities, type of services provided, operating conditions, and the type of computer installation. The information is arranged by country and is subdivided where appropriate by type service organization. (Author/SH)

ED 071 390 EM 010 628

Abrams, Nick, Ed.

Audio-Visual Resource Guide.

National Council of Churches of Christ, New York, N. Y. Dept. of Educational Development.

Pub Date 72

Note—477p.; Ninth Edition

Available from—Friendship Press, 475 Riverside Drive, New York, N. Y. 10027 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Communication, Documentaries, *Ethical Instruction, Film Libraries, Films, Filmstrips, Instructional Films, Instructional Media, Phonograph Records, *Religious Education, *Resource Guides, Slides, Tape Recordings

The National Council of Churches has assembled this extensive audiovisual guide for the benefit of schools, churches and community organizations. The guide is categorized into 14 distinct conceptual areas ranging from "God and the Church" to science, the arts, race relations, and national/international critical issues. Though assembled under the direction of a religious organization, the guide is secular in application. The guide covers a variety of media resources ranging from 16mm film and filmstrips to tape recordings and records. Each resource item is evaluated by a short paragraph and rated for acceptability by a group of educators. Brief technical and rental information is provided for each item. A chapter is devoted to selected feature-length films. (MC)

ED 071 391 EM 010 630

Leonard, B. Charles Denton, Jon J.

A Methodological Study Evaluating a Pretutorial Computer-Compiled Instructional Program in High School Physics Instruction Initiated from Student-Teacher Selected Instructional Objectives. Final Report.

Missouri Univ., Columbia. Center for Educational Improvement.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-I-G-087

Pub Date Sep 72

Grant—OEG-7-72-0004(509)

Note—242p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, *Computer Assisted Instruction, Computer Oriented Programs, Conventional Instruction, *Individualized Instruction, Instructional Programs, Inter-mode Differences, *Physics Instruction, *Secondary School Students, Student Attitudes

Identifiers—Physics Science Study Committee, PSSC

A study sought to develop and evaluate an instructional model which utilized the computer to produce individually prescribed instructional guides to account for the idiosyncratic variations among students in physics classes at the secondary school level. The students in the treatment groups were oriented toward the practices of selecting behavioral objectives from objective planning sheets, using computer-produced instructional guides, and accepting individual responsibility for learning. When achievement level was measured by a group achievement test, no significant difference was found between control and treatment groups. However when achievement level was measured by the number of objectives mastered, the treatment groups did significantly better. Neither learning efficiency nor attitudes toward the physics course was significantly changed by utilizing an individualized teaching model. (JY)

ED 071 392 EM 010 632

Gilliom, Bonnie Cherp Zimmer, Anne

ITV: Promise Into Practice.

Ohio State Dept. of Education, Columbus. Educational Media Center.

Spons Agency—Ohio State Dept. of Education, Columbus.

Pub Date 72

Note—144p.

Available from—Educational Media Center, Ohio Department of Education, 518 South Wall Street, Columbus, Ohio 43215 (ATTN: G. R. Bowers)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Closed Circuit Television, Educational Technology, *Guides, Instructional Improvement, Instructional Media, Instructional Technology, *Instructional Television, Learning Processes, Media Technology, Multimedia Instruction, Programming (Broadcast), Public Television, Teacher Attitudes, Teacher Responsibility, *Teaching Methods, *Television Curriculum, Television Teachers

Identifiers—Elementary Secondary Education Act Title III

Starting from the premise that educational problems and solutions must be viewed primarily from the point of view of their effect on the learner rather than on the teacher and administrator, this book emphasizes all the roles that television can perform in targeting upon the needs of the learner. Beginning with a quick summary of the state of the art, the book continues into the theoretical relationships between instructional television (ITV) and the concepts of society, knowledge, and learning. The bulk of the book is devoted to pragmatic discussion about the use of ITV. Programming and studio production techniques and hardware requirements are explained. An evaluation of teaching with television is made and emphasis is placed on the teacher's attitudes, roles and responsibilities in working with ITV. Overall, the book gives consideration to all the persons involved in an ITV situation. (MC)

ED 071 393 EM 010 633

Strategies for Learning. Convocation Reports.

New York State Educational Communication Association.

Pub Date Nov 71

Note—105p.; Proceedings of a Convocation (Grossinger, New York, November 2-5, 1971)

Available from—New York State Educational Communication Association, 27 Eastfield Lane, Melville, New York 11746 (\$6.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conference Reports, Costs, Educational Change, *Educational Technology, *Instructional Media, *Learning Motivation, *Learning Processes, *Technological Advancement

These papers and addresses presented at the New York State Educational Communication Association cover a wide range of topics centering around the general problem of stimulating learning through instructional technology. Specifics range from learning theories, to budgets, and to particular techniques and technologies. (RH)

ED 071 394 EM 010 634

Kidder, Steven J. Nafziger, Alyce W., Comp.

Proceedings of the National Gaming Council's Eleventh Annual Symposium.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—JHU-CSSOS-143

Pub Date Nov 72

Grant—OEG-2-7-061610-0207

Note—271p.; Proceedings of the National Gaming Council's Annual Symposium (11th, Baltimore, Maryland, October 5-7, 1972)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Communication (Thought Transfer), *Conference Reports, Curriculum Design, *Educational Games, Evaluation, *Game Theory, Management Games, Planning, Simulated Environment, *Simulation, *Teaching Techniques

The Academic Games program (which aims at developing and testing simulation games for the schools) of the Center for Social Organization of Schools has sponsored this report of the proceedings of the National Gaming Council's Eleventh Annual Symposium. Sessions of the symposium considered simulations and games in education, management, communication and planning, as well as general topics relating to the design, extension and evaluation of simulations and games. (RH)

ED 071 395 EM 010 635**A Suggested Procedure: An Approach to Local Authorization of Cable Television.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—13p.; See also EM 010 636-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, Commercial Television, Community Antennas, *Decision Making, *Guides, Laws, Local Government, *Management, Public Officials, *Systems Development

In order to give local officials the basic background information about cable television, this booklet suggests the essential steps and issues which help ensure that well informed decisions about cable systems are made. Not only does it provide a checklist for determining how a cable system should be established in compliance with federal regulations, but it also serves as a guide to areas where assistance may be needed. It sets forth a general view of the process by which issues may be considered, local legislation written, an operator selected, and the system constructed. The suggested procedure is arranged around the five phases of cable development: 1) organization; 2) study; 3) legislation; 4) applicant selection; and 5) supervision-enforcement. The booklet emphasizes the need for flexibility when formulating the overall development plan. (MC)

ED 071 396 EM 010 636**Cable: An Overview.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—14p.; See also EM 010 635, EM 010 637-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Broadcast Industry, *Cable Television, Commercial Television, *Community Antennas, Copyrights, Electronic Equipment, *Federal Government, Federal Legislation, *Guides, Local Government, *Media Technology, State Government, State Legislation, Telecommunication, Video Equipment

Cable television communications are an advance in technology which promises profound changes in the way people live and communicate with each other. However, to take advantage of the opportunities that the cable provides requires thoughtful evaluation and careful policy making. This booklet is designed to provide an introduction to the potential of cable communication by examining the way it works as well as the forces that have shaped it and the major issues that surround it. The technical and engineering aspect, the economic and legal considerations, and the future of cable television are covered in summary. (MC)

ED 071 397 EM 010 637**Cable Data.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—11p.; See also EM 010 635-636, EM 010 638-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Broadcast Industry, *Cable Television, *Commercial Television, *Community Antennas, Engineering Technology, *Marketing Identifiers—CATV

Basic geographic, demographic, economic, historical, and marketing facts and figures for

cable television are presented in this short booklet. The data is succinctly arranged for easy reading and is intended to provide background information for state and local officials who might possibly be required to make public interest decisions in regard to cable television. (MC)

ED 071 398 EM 010 638**A Guide to Federal Regulation; Understanding the FCC Rules.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—12p.; See also EM 010 635-637, EM 010 639-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, Federal Government, *Government Role, *Legal Problems, *Legal Responsibility, Local Government, Marketing, State Government

Identifiers—*Federal Communications Commission

While it is apparent that the Federal Communications Commission (FCC) has given a great deal of thought to the regulation of cable systems, the basic success or failure of cable as a communications service will depend on local development. Relatively little guidance has been provided to local franchising authorities for selecting among applicants, for designing franchise areas or determining what services a community needs. The rules in these areas have purposely been left ambiguous and fluid in order to allow the greatest amount of local impact in an area where only local answers can ensure that a cable system will serve the public interest. This guide specifically describes the FCC's role and the regulatory process in regard to cable television. The current problems, such as access and origination cablecasting, enlargement of channel capacity, pay-cable, and competition with broadcast television signals are revealed and discussed with appropriate references to FCC decisions and opinions. (MC)

ED 071 399 EM 010 639**Cable Economics.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—18p.; See also EM 010 635-638, EM 010 640-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Accounting, *Cable Television, Community Antennas, Decision Making, Economic Development, *Economic Factors, *Financial Policy, Financial Support, *Management, Money Management

A guide to the economic factors that influence cable television systems is presented. Designed for local officials who must have some familiarity with cable operations in order to make optimum decisions, the guide analyzes the financial framework of a cable system, not only from the operators viewpoint, but also from the perspective of the municipality which will allow the system to operate. Basic accounting concepts and components such as capital, expenditures, depreciation, and revenues are explicitly described as they pertain to cable systems. The essential elements are presented in an illustrative example of cable costs. The information given should allow the decision makers enough data to complete a rough Pro Forma Income Statement that in turn would allow them to make reasonable estimates as to the applicability of a cable system to a particular locale. The authors emphasize, however, that without further professional analysis, the financial analysis does no more than present a realistic basis for informed discussion. (MC)

ED 071 400 EM 010 640**How to Plan an Ordinance: An Outline and Some Examples.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—59p.; EM 010 635-639, EM 010 641-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$5.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, Decision Making, Federal Government, Government Role, *Guides, *Laws, *Local Government, *Management

Identifiers—FCC, Federal Communications Commission

Designed for public officials who must make policy decisions concerning cable television, this booklet forms a checklist to ensure that all basic questions have been considered in drafting an ordinance. The purpose of a cable television ordinance is to develop a law listing the specifications and obligations that will govern the franchising of a local operator. Items surveyed are: 1) provisions governing the length, renewal and transfer of a certificate or franchise; 2) franchise territory; 3) system design; 4) technical performance standards; 5) local regulatory framework; and 6) the applicant selection process. Most all the items mentioned are accompanied by working examples drawn from various American communities. (MC)

ED 071 401 EM 010 641**A Glossary of Cable Terms.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—14p.; See also EM 010 635-640, EM 010 642-643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$0.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, *Glossaries

A glossary defines the technical and legal terms used in discussion of cable television in non-technical language. (JK)

ED 071 402 EM 010 642**Bibliocable.**

Cable Television Information Center, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.; John and Mary R. Markle Foundation, New York, N.Y.

Pub Date 72

Note—26p.; See also EM 010 635-641, EM 010 643

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Cable Television, Community Antennas, Television Identifiers—CATV

This selective, annotated bibliography covers 67 items published on cable television from 1968 to 1972. The books, articles, and report literature included here deal with these topics: introduction, background, access, applications, economic aspects, franchising, regulation, and technology. Each annotation includes sources and ordering information. The material is indexed by author and title. (JK)

ED 071 403 EM 010 643**Cable Television Service; Reconsideration of Report and Order.**

Federal Communications Commission, Washington, D.C.

Pub Date 14 Jul 72

Note—64p.; See also EM 010 635, EM 010 636, EM 010 637, EM 010 638, EM 010 639, EM 010 640, EM 010 641, EM 010 642

Available from—Cable Television Information Center, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (\$0.40)
Journal Cit—Federal Register; v37 n136 Jul 14 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, *Cable Television, Community Antennas, *Copyrights, Federal Government, *Federal Laws, Media Technology, *Telecommunication, Television

In response to the commentary generated by the adoption of the Cable Television Report and Order of February 2, 1972, the Federal Communications Commission in this document addresses objections to the original order. The copyright controversy is briefly discussed. Other matters considered are signal carriage rules, access to and use of non-broadcast channels, technical standards, federal-state/local relationships, and procedural questions. Also included is an appendix of the most recent FCC amendments pertaining to cable television. (MC)

ED 071 404 EM 010 644

Schmid, Fridolin

The Audio-Visual Services in Western European Countries. Comparative Study on the Administration of Audio-Visual Services in Advanced and Developing Countries. Part 1.

International Council for Educational Media, The Hague (Netherlands).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—72p.

Available from—International Council for Educational Media, c/o Sweelinckplein 33, The Hague, The Netherlands (\$10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Centers, *Audiovisual Instruction, *Audiovisual Programs, *Comparative Education, *Developed Nations, Developing Nations, Educational Planning, Elementary Education, Instructional Media, International Organizations

Identifiers—Austria, Denmark, Federal Republic of Germany, France, Great Britain, Netherlands, Sweden, Switzerland

As the first of a three-part comparative study on the administration of audiovisual services in advanced and developing countries, this UNESCO-funded report obtained information on the structure, organization, functions and operations of the national audiovisual centers serving elementary education in the western European countries. In order to aid educational planning, the report also presents sets of recommendations for advanced and developing countries. Related documents are to be found under EM 010 645 and EM 010 646. (RH)

ED 071 405 EM 010 645

Dusz, Janos

The Audio-Visual Services in Socialist Countries. Comparative Study on the Administration of Audio-Visual Services in Advanced and Developing Countries. Part 2.

International Council for Educational Media, The Hague (Netherlands).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—92p.

Available from—International Council for Educational Media, c/o Sweelinckplein 33, The Hague, The Netherlands (\$10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Centers, *Audiovisual Instruction, *Audiovisual Programs, *Comparative Education, Developing Nations, *Developed Nations, Educational Planning, Instructional Media, International Organizations

Identifiers—Bulgaria, Czechoslovakia, German Democratic Republic, Hungary, Poland, Rumania, Soviet Union, Yugoslavia

As the second of a three-part comparative study on the administration of audiovisual services in advanced and developing countries, this UNESCO-funded report describes the common characteristics of the educational systems of the socialist countries and their educational media supply systems, including the organization, administration, and operation of audiovisual services. In order to aid educational planning, the

report also presents a set of recommendations for developing countries. Related documents are to be found under EM 010 644 and EM 010 646. (RH)

ED 071 406 EM 010 646

Hyer, Anna L.

The Audio-Visual Services in Canada and the United States. Comparative Study on the Administration of Audio-Visual Services in Advanced and Developing Countries. Part 3.

International Council for Educational Media, The Hague (Netherlands).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—77p.

Available from—International Council for Educational Media, c/o Sweelinckplein 33, The Hague, The Netherlands (\$10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, *Audiovisual Centers, *Audiovisual Instruction, *Audiovisual Programs, *Comparative Education, *Developed Nations, Developing Nations, *Educational Planning, Higher Education, Instructional Media, International Organizations

Identifiers—Canada, United States

As the third of a three-part comparative study on the administration of audiovisual services in advanced and developing countries, this UNESCO-funded report describes the educational systems of the United States and Canada, the audiovisual services at the local and state/provincial level, and the national audiovisual support services. Also included are sections on audiovisual services in colleges and universities, international media activities, and trends in audiovisual services. In order to aid educational planning, the report also presents sets of recommendations for advanced and developing countries. Related documents are to be found under EM 010 644 and EM 010 645. (RH)

ED 071 407 EM 010 647

McBeath, Ronald J., Ed.

Extending Education Through Technology. Selected Writings by James D. Finn On Instructional Technology.

Association for Educational Communications and Technology, Washington, D.C.

Spons Agency—National Education Association, Washington, D.C.

Pub Date 72

Note—343p.

Available from—Association for Educational Communications and Technology, Department B, 1201 16th Street, N.W., Washington, D.C. 20036 (\$9.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Audiovisual Instruction, *Educational Change, Educational Development, Educational Improvement, Educational Philosophy, *Educational Technology, Instructional Media, *Technological Advancement

A selection of James Finn's writings is collected here for students of media and instructional technology and for decision makers who are concerned about education. A general perspective for examining the educational setting and a philosophy of education which makes us aware of the importance of vigorously examining our ideas, practices, and institutions introduce the book. Next, more specific attention is paid to the relationship between automation and education—the realities of living in a technological age and implications for education. Eleven papers attempting to change the movement into a profession, written over a period of 15 years comprise a section on the development of educational technology from audiovisual to instructional technology. A final section provides a re-examination of instructional technology and the problems of institutionalization; an assessment of some of the social, economic and political changes; and a reminder of the importance of keeping man in the center of educational endeavors. (Author/SH)

ED 071 408 EM 010 648

Choate, Robert B.

Oral Argument in Children's Television Proceedings.

Council on Children, Media, and Merchandising, Washington, D.C.

Pub Date 9 Jan 73

Note—26p.; Speech presented to the Federal Communications Commission (Washington, D.C., January 9, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Childhood Attitudes, *Child Psychology, *Children, Ethical Values, Federal Government, *Federal Legislation, Marketing, Mass Media, *Media Research, Publicize, Public Relations, *Television Commercials, Television Research, Television Viewing

The author advocates the outright ban of commercials from Saturday and Sunday morning television and makes several other recommendations that he believes would improve programming and reduce the hard sell of child targeted advertising. The Federal Communications Commission (FCC) could form a Children's Television Broadcast Center and establish a Children's Television Code which would set up minimum standards for all commercial programs. The author states that his recommendations are a last resort, spurred by the abdication of responsibility of the task by the National Association of Broadcasters (NAB). The NAB was asked by the FCC to develop such a code nearly two years ago. The recommendations are that the FCC with the assistance of the Justice Department where appropriate, should stimulate television research, ban hazardous substances, define station responsibilities, correct FCC and parental ignorance of broadcast patterns, define policies on Public Service Announcements, and facilitate on advertiser/consumer education program. (MC)

ED 071 409 EM 010 649

Choate, Robert B.

The Eleventh Commandment: Thou Shalt Not Covet My Child's Purse.

Council on Children, Media, and Merchandising, Washington, D.C.

Pub Date 10 Nov 71

Note—54p.; Speech presented to the Federal Trade Commission (Washington, D.C., November 10, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Industry, Childhood Attitudes, *Children, *Ethical Values, Ethics, Federal Legislation, Marketing, Mass Media, *Media Research, Merchandise Information, Merchandising, Production Techniques, *Publicize, Public Relations, Salesmanship, *Television Commercials, Television Research, Television Viewing

In an appeal before the Federal Trade Commission (FTC), the author pleaded for governmental action to restrain national advertisers from "unscrupulous and erroneous advertising pitches aimed at children." Citing the principal media for child-targeted advertising, (comic books, youth magazines, school displays and radio and television), the speaker exposed the present-day practices in the marketing of toys, pills and edible products. The relationship between "misleading, often seductive advertising" and over-the-counter drugs and non-nutritional foods was explored. Mr. Choate was critical of previous attempts at advertising reform and points out several areas where, he said, the advertisers failed to follow through with previous pledges assuring more straightforward ads. In conclusion, he called for more regulation, particularly by the FTC, Federal Drug Administration, and Federal Communications Commission, to tightly restrain the country's merchants from "coveting our children's purses." A listing of the fifth largest food companies and their advertising agencies is provided. (MC)

ED 071 410 EM 010 650

Brown, Charles Raymond

Assessment of Television and Video Tape Recordings for Utilization in Continuing Medical Education.

Indiana Univ., Indianapolis. Div. of Postgraduate Medical Education.

Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service.

Pub Date 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Attitudes, Closed Circuit Television, Demography, *Instructional Media, Instructional Television, *Medical Education, Professional Continuing Education, Surveys, *Use Studies, Video Tape Recordings
This survey was conducted to assess the usefulness of video tape recording and closed-circuit

live television as methods of continuing medical education. Specifically, a group of physicians in Indiana were surveyed as to their use of and attitudes towards programs of the Indiana University School of Medicine which used those methods. Of 3,400 physicians who are staff members at hospitals that have access to those programs, 763 returned questionnaires which were analyzed to provide data on the demographic and professional characteristics of physicians who used those media as part of their continuing education. It was found that physicians who use video tape or closed-circuit are typically from principal hospitals with fewer than 450 beds, spend more than 10 hours a week at the hospital, and are willing to devote some hospital-based time for education. Some characteristics were found which distinguished physicians who said they changed their behavior after watching video tape, but no distinguishing characteristics were found for physicians who said they changed behavior after using closed-circuit live television. (JK)

ED 071 411 EM 010 651

Preliminary Findings of Electronic Town Hall Project (MINERVA).

Center for Policy Research, New York, N.Y.

Pub Date 14 Jan 73

Note—17p.; See also ED 066 895

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Citizen Participation, *Community Involvement, Community Study, Democracy, *Democratic Values, Group Living, Group Relations, Social Relations, *Telephone Communication Systems, Television Research, Urban Culture

Identifiers—MINERVA, *Multiple Input Network Evaluating Reactions Votes

Participatory democracy in its purest form, the town hall meeting, has been lost in modern mass society. The sheer number of citizens prevent effective interaction between themselves and their leaders. The aim of this study is to explore the various means available to correct that loss, which until the advent of this McLuhanesque era, was considered irremediable. Using cable television and telephone conference circuits in a large urban high rise apartment complex, the researchers were able to evaluate the overall citizen participation in the project, which was relatively high, and to acquire additional data for further program design. Centered on community problems, security, and the legalization of heroin, the electronic meetings stimulated dialog and interaction and also familiarized the citizens with the rules of television access. The study was particularly sensitive to citizen critique and was basically designed with interaction analysis in mind. In the future the project will be expanded to involve groups varying in size from 600 to 40,000 persons. (MC)

ED 071 412 EM 010 652

Merrill, Paul F., Towle, Nelson J. Interaction of Abilities and Anxiety with Availability of Objectives and/or Test Items on Computer-based Task Performance.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—CAL-TM-61

Pub Date 31 Jul 72

Note—55p.; Paper Presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Behavioral Objectives, College Students, Comparative Analysis, Computer Assisted Instruction, *Criterion Referenced Tests, *Intermode Differences, *Learning Processes, Objectives, *Objective Tests, Time Factors (Learning)

The effects of behavioral objectives and/or criterion test items on the learning process were investigated. The 123 subjects were randomly assigned to either an example-only, an objective-example, a test-example, or an objective-test-example group. Objectives significantly increased the amount of time subjects spent studying the example displays. A significant ability by treatment interaction revealed that display latency had a negative relationship to reasoning ability for subjects in the test-example and objective-test-example groups, but was not related to reasoning for subjects in the example-only and objective-example

groups. Differential relationships between state-anxiety and treatments were also observed. (Author/JK)

ED 071 413 EM 010 654

Havelock, Ronald G.

The Change Agent's Guide to Innovation in Education.

Educational Technology Publications, Englewood Cliffs, N.J.

Pub Date 73

Note—279p.

Available from—Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (13.95, paperback, \$8.95)

Document Not Available from EDRS.

Descriptors—*Administrative Change, Adoption (Ideas), Adult Leaders, Case Studies, *Change Agents, Changing Attitudes, Diffusion, *Educational Change, *Educational Innovation, Educational Resources, *Guides, Information Sources, Innovation, Interpersonal Competence, Problem Solving

Change agents are those who introduce innovations into a society or organization. Their function and method has been studied in various cultures and professions, and this book applies those findings to schools. It is addressed both to administrators and to "change agents working from below." After presenting four case studies of change agents in action, it uses illustrations from those cases to explain the six stages of planned change: building a relationship between client and change agent, diagnosing the problem, acquiring relevant resources, choosing the solution, gaining acceptance, and stabilizing the innovation and generating self-renewal. There are three appendices: the strategies and tactics of innovation, major information sources in education, and an annotated bibliography on major works on change in education. (JK)

ED 071 414 EM 010 656

Milam, Lorenzo W.

Sex and Broadcasting: A Handbook on Starting a Radio Station for the Community. Second Edition.

Pub Date 72

Note—79p.

Available from—KTAO, 5 University Avenue, Los Gatos, California 95030 (\$2.15 postpaid)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, Educational Radio, *Federal Laws, *Guides, Journalism, *Mass Media, Programming, *Radio

Identifiers—Federal Communications Commission, *FM Radio

"Broadcasting as it exists now in the United States is a pitiful, unmitigated whore." That ribald statement indicates the point-of-view and basic theme of this anti-establishment booklet designed to provide the basic information necessary for anyone or any group wanting to gain access to FM radio (primarily the educational broadcasting portion of the FM band, 88.1 to 91.9 megahertz). The technical hard facts involved actually starting and operating a small radio station are interspersed with irreverent anecdotes written in frank uncensored language. The Federal Communications Commission is portrayed as a massive bureaucratic obstacle while commercial radio station owners are described as "air wave robber barons". The booklet nevertheless contains a large amount of practical information and advice. Specific engineering considerations are explained in lay terms. The techniques and pitfalls of filing the applications, raising the necessary capital, and organizing the station are clearly explained. The word "sex" in the title is a sales-increasing device and is misleading as a subject-matter indicator. (MC)

ED 071 415 EM 010 657

Benson, Dennis

Gaming: The Fine Art of Creating Simulation/Learning Games for Religious Education.

Pub Date 71

Note—64p.; includes two 33 1/3 records

Available from—Abingdon Press, 201 Eighth Avenue, South, Nashville, Tennessee 37203 (\$5.95)

Document Not Available from EDRS.

Descriptors—Audience Participation, Educational Games, *Games, *Group Activities, Group Relations, Group Unity, *Religious Education, *Simulation

Eleven simulation/learning games designed to be used by churches and religious groups are described here. The games can have anywhere from 8 to 100 participants. Basically they deal with personal interaction among the group members with the anticipated result being "increased love for God and spiritual enlightenment." Several of the games use self-criticism as an important mechanism for attaining that objective. (MC)

ED 071 416 EM 010 658

Lewin, Earl P.

Some Effects of Television Screen Size and Viewer Distance on Recognition of Short Sentences.

Pub Date Nov 72

Note—119p.; M.S. Thesis, School of Communications and Theater, Temple University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Communication (Thought Transfer), Recall (Psychological), *Recognition, Research Projects, Screens (Displays), *Television Viewing, Visual Discrimination, *Visual Stimuli

A study investigated changes in recognition time for short sentences presented on television screens of varying sizes with viewers at varying distances. In a posttest only control group design, subjects in several different groups viewed a series of similar sentences under conditions where screen size and distance from the screen were varied. The subjects' scores were subjected to a one-way analysis of variance, the results showed that recognition time decreased as the subject was moved closer to the television screen and as the screen size was increased. The study suggests, then, that variables such as set size and viewer distance should be considered by graphics designers for both commercial and educational purposes. (SH)

ED 071 417 EM 010 659

Instructional Technology: A Statement of Policy and Proposed Action.

New York State Education Dept., Albany.; State Univ. of New York, Albany. Office of the Regents.

Pub Date Nov 72

Note—8p.; Position Paper Number 17

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Educational Planning, *Instructional Technology, *Policy Formation, *Statewide Planning

Identifiers—*New York

A position paper examines the importance of educational technology in today's educational system and makes recommendations to the New York state government in the form of a policy statement and proposed action. The prime concerns are individualized instruction, cost effectiveness, use at all levels, equity for disadvantaged students, and occupational education. While recognizing the strengths and weaknesses of educational technology, the report recommends increased use of technology in the instructional process, a study of requirements for training of professionals in the field, and new strategies for improving the quality, and quantity and cost of instructional technology materials. In order to carry out the recommendations, the New York State Education Department is taking steps in planning and implementation, regional systems, funding, cooperative development, evaluation, and research and development. The report calls for existing resources of educational film libraries, libraries of video tape materials, networks of educational television, and a proposed plan for a computerized educational information system to be drawn together in a comprehensive effort in educational technology. (HB)

ED 071 418 EM 010 660

Media Duplication and Distribution Service. Video Tape Catalog.

New York State Education Dept., Albany. Bureau of Mass Communications.

Pub Date Sep 72

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art Education, Business Education, Catalogs, Child Development, Communication (Thought Transfer), Drug Education, *Dubbing, Environmental Education, *Film Libraries, Foreign Language Films, Health Education, Literature, Music Education, Philosophy, Safety Education, Sciences, Social Studies, Special Education, Theater Arts, *Video Tape Recordings

A duplication-to-order system is described in which the user's program selections from state-owned videotaped materials are copied according to individual preference for arrangement of materials on each reel. Detailed procedures for the use of the service are provided first; the rest of the document is a catalog of the videotapes which are available to be copied. Videotapes are listed under subject category with information about their production, title, length, audience, and content. (SH)

ED 071 419 EM 010 661

Humphrey, David A.

Program Budgeting and Educational Communications Centers.

Pub Date 9 Nov 72

Note—16p.; Paper presented to the New York State Educational Communications Association (Grossinger, New York, November 9, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Centers, Budgeting, *Cost Effectiveness, Educational Facilities, Educational Finance, *Instructional Materials Centers, *Instructional Media, Instructional Technology, Operating Expenses, *Program Budgeting, *Resource Centers

Educational communications centers, also known as instructional resource centers or various other titles, bring together many pieces of equipment and technology formerly kept in separate areas. When they are brought together, these pieces require so large a budget that the budget is often brought under close scrutiny. As a result, those in charge of the technology must be sure each piece is serving a function. Ways to do this and justify the budget are presented here. Four questions should be asked: what is the present purpose of each item, what is its former function, what are the goals of the program—in behavioral terms—and what resources will meet those goals. Four resources to meet the goals are available: personnel, materials, facilities and equipment, and money. This final resource is a result of our ability to express the first three resources. After going through this analysis, the part that each piece of equipment plays in achieving the goals should be clear, and understanding should be imparted of how a budget increases when one reviews how money has been spent, not just how new money will be spent. (JK)

ED 071 420 EM 010 662

Hegemann, Dolores A.

Report on the Wisconsin School of the Air Radio Survey.

Wisconsin Univ., Madison. Wisconsin School of the Air.

Spons Agency—Wisconsin Univ., Madison, Univ. Extension.

Pub Date Jan 69

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiences, *Educational Radio, *Elementary Education, Instructional Television, Programming (Broadcast), Radio, Statistical Data, Surveys, Television

Identifiers—*Wisconsin School of the Air

In response to budget pressures, and the resulting questioning about the usefulness of educational radio now that television is generally available, the Wisconsin School of the Air—Radio surveyed Wisconsin elementary schools to determine how much their programming was in fact being used. The findings of the survey indicated that educational radio is still being heavily utilized by Wisconsin schools. The use of educational television does receive somewhat greater encouragement from school administrators, leading some schools which have both radio and television facilities to use only the television, but this difference is not great. The major problems standing in the way of greater use of educational radio in Wisconsin have been technical ones, particularly lack of equipment and poor AM reception. (RH)

ED 071 421 EM 010 663

Whitehead, Clay T.

Remarks Before the California Community Television Association. Cable Television; The Problems and the Policies.

Office of Telecommunications Policy, Washington, D.C.

Pub Date 16 Nov 72

Note—11p.; Speech presented to the California Community Television Association (Anaheim, California, November 16, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Agencies, *Administrative Policy, Agency Role, *Broadcast Industry, *Cable Television, *Federal Legislation, *Policy Formation, Speeches

In the eyes of government, private industry, and investors, cable television has a mixed identity, being part public utility, part broadcaster, and part pay television. On top of that, cable systems can present themselves as either a single business or an interlocking group of highly specialized related businesses. Mr. Whitehead, representing the Nixon Administration, views it as a potentially viable public medium and wants long-term resolution of cable policies. In order to make the correct decisions regarding this fledgling industry, complicated issues must be legally resolved, particularly copyright and access issues. The fear of monopolistic initiative controlling the industry can only be met by effective structuring of regulations that recognize the variety and diversity of the enterprises involved in cable television. (MC)

ED 071 422 EM 010 664

Glaser, Robert

Studies of Instructional Technology Relating to Computer-Assisted Instruction. Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Branch.

Pub Date Mar 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adaptation Level Theory, Algorithms, *Computer Assisted Instruction, *Educational Psychology, Individualized Instruction, Individual Psychology, Instructional Technology, *Learning Processes, *Literature Reviews, Psychological Testing, *Psychometrics, Reaction Time

A project was undertaken to carry out experimental and methodological investigations on learning phenomena and psychometric methods relevant to instructional technology and computer-assisted instruction. The project's accomplishments are presented in this report, along with a listing of reports and products produced. The work of the project is reported in terms of five areas of effort: 1) adaptation of instructional environments to the learning characteristics of the individual trainee; 2) computer testing, computer algorithms, and language for experimental instructional systems; 3) exploration of techniques for learner manipulation of subject matter; 4) the development of concepts and techniques for the analysis of subject-matter structures; and 5) annual conferences on developments in learning relevant to instruction and development. (Author)

ED 071 423 EM 010 665

Grayson, Lawrence P. Robbins, Janet B.

U. S. Office of Education Support of Computer Projects, 1965-1971.

Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—286p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1780-0823, \$2.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computers, *Educational Change, Educational Improvement, *Federal Legislation, *Federal Programs, Financial Support, *Research Projects

Identifiers—*US Office of Education

Because of the potential of computers for improving education, the need for educating people about computers, and the major role that the U. S. Office of Education (USOE) has had in fostering the application of computers in education, it is important that a record be made of USOE's support of computer and computer-related projects. This report attempts to provide such a record: it considers the growth of computers in education, summarizes USOE support, and describes categories and legislative authority for support. A summary of project information by subject category is followed by a list of project

abstracts organized by legislative act. The abstracts are listed under the appropriate act, with information about their sources and support. Regional Educational Laboratories, Research and Development Centers, and ERIC are also described. (SH)

ED 071 424 EM 010 666

Boehm, Barry W.

National Degree of Computerization: A Context for Evaluating Computer Education Policies in Developing Countries.

Rand Corp., Santa Monica, Calif.

Report No—RC-4866

Pub Date Jul 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Automation, *Computers, Computer Science, *Computer Science Education, *Developing Nations, Information Processing, *Manpower Development, Manpower Needs, *Program Evaluation, Technological Advancement

Identifiers—Europe, South America

Developing countries should take immediate steps to avoid some of the serious problems that are now facing the United States in regard to the pool of trained computer professionals. Problem areas which should be reconciled involve a diverse range of topics from general national policy to salary structures and conversions efforts. By using the hypothesis that the relative magnitude of most computing problems facing a country is a function of the degree of computerization (as measured by the number of computers per billion dollars of gross national product) the various stages of computer development can be detected. The evolution of computerization problems, particularly as they pertain to personnel, in advanced countries can be analyzed and suggestions can be made on the policies that developing countries should attempt or avoid. For example, policies concentrating on developing narrowly oriented computer specialists are likely to satisfy near-term needs, but will tend to backfire later as computer applications become a more pervasive part of national society. (MC)

ED 071 425 EM 010 667

Wells, Daniel R.

Public Interest Aspects of Cable Television Interconnection by Satellite.

Public Broadcasting Service, Washington, D.C.

Pub Date 5 Dec 72

Note—16p.; Paper presented at the Institute of Electrical and Electronic Engineers National Telecommunications Conference (Houston, Texas, December 5, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Communication Satellites, Educational Technology, Federal Laws, Media Technology, *Public Policy, *Public Television, Telecommunication, Video Equipment

Identifiers—Federal Communication Commission

The interconnection between satellite and cable television systems would have the greatest potential effect on education. Because cable offers per pupil cost saving by the centralization of resources, the advantage of simultaneous programming, and the potential of two way systems (particularly useful in computer-assisted instruction), its link with satellite systems would broaden the national and regional input to the interconnection system. Though the regulatory problems of such a system have been largely solved, and technically the system is feasible, cost prohibitions (particularly the high cost of terrestrial facilities) prevent a concentrated effort to effect the system. The author concludes that public policy should be particularly sensitive. (MC)

ED 071 426 EM 010 669

Ledbetter, Theodore, Jr. Mendelson, Gilbert

The Wired City: A Handbook on Cable Television for Local Officials.

Urban Communications Group, Inc., Washington, D.C.

Pub Date Feb 72

Note—88p.

Available from—National Urban Coalition, 2100 M Street, N.W., Washington, D.C. 20037 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Cable Television, Community Antennas, *Community Planning, Community

Support, Federal Government, Federal Legislation, *Local Government, Marketing, Telecommunication, Video Equipment
Identifiers—CATV

Viewing cable television systems as a new communications system rather than just another business, this handbook provides a variety of information designed for local officials who must make knowledgeable public interest decisions. After a critical history of franchising procedures and a discussion of the naivete of local governments, the specific facts about cable television are presented, ranging from the basic technical aspects through to the marketing and legal considerations. The Federal Communications Commission's "Cable Plan" and the "New York City Rules Governing Access to Public Channels" are appended. (MC)

ED 071 427 EM 010 670

The Video Handbook.

Pub Date 72

Note—202p.

Available from—The Video Handbook, c/o Media Horizons, Inc., 750 Third Avenue, New York, N. Y. 10017 (\$14.95, hardcopy, \$10.50, paperback)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Budgeting, *Closed Circuit Television, Costs, *Guides, Media Technology, *Production Techniques, Programming (Broadcast), Studio Floor Plans, Television Lighting, Television Lights, *Video Equipment, Video Tape Recordings

In order to provide basic technical and production information for closed-circuit television, the editors have assembled this series of papers. Designed as an introductory guide for those entering the field, the handbook covers the basic areas of non-broadcast television. Starting with facilities and equipment the guide outlines the planning and budget considerations that must be investigated. Pre-production, production and post-production techniques are reviewed, highlighting graphic effects, staging, and audiovisual editing. The guide concludes with a short chapter on distribution and over 40 pages of reference material, including numerous specification charts and a glossary. A magazine format makes the guide easy and interesting to read. (MC)

ED 071 428 EM 010 671

Ballinger, Louise Bowen. Ballinger, Raymond A.

Sign, Symbol and Form.

Pub Date 3 Apr 72

Note—191p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 (\$18.50)

Document Not Available from EDRS.

Descriptors—*Art, *Art Appreciation, Art Expression, Commercial Art, Creative Art, *Graphic Arts, Publicize, *Signs, *Symbolism, Traffic Safety

Signs are such a commonplace sight in our everyday lives, that we can easily miss the artistic beauty and graphic harmony of the symbols used. Thoughtfully well designed and planned signs communicate with a simplicity and directness that signmakers and designers have adhered to for ages. Even contemporary signs still reflect their timelessness though their message might be somewhat more subtle than their graphic forebears. A symbol, which is the basis for a sign, conveys an idea that cannot be fully expressed by words. The variety of signs and symbols commonly and not so commonly seen throughout Europe and North America have been compiled in this photographic odyssey through the world of signs. The authors feel that this book will be of value not only to professionals in planning and graphic design, but also to those who can appreciate the place of art in the environment. (MC)

ED 071 429 EM 010 673

Ferguson, Clovis B. Ronan, Franklin D.

Evaluation of Electronic Data Processing Curricula in the Dearborn Public Schools.

Dearborn Public Schools, Mich.

Pub Date Sep 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, *Computer Science Education, *Curriculum Evaluation, Data Processing Occupations, *Electronic Data

Processing, Programming, *Surveys, Technical Education

In 1971 a survey was conducted by the Dearborn Schools to determine the curricular changes necessary to improve the electronic data processing (EDP) courses in the high schools and community colleges. Input was obtained from a 9 point questionnaire sent to 275 local data processing facilities and a 12 point questionnaire sent to 394 former EDP students with returns of 34 and 32 percent respectively. The survey revealed that the employers strongly advocate more on-the-job training, less unit record equipment training, and greater emphasis on instruction relevant to computer systems. On the other hand, the former students reported that their EDP course work prepared them well for lower level positions such as key punch operators. The specific recommendations for the community college curricula improvement emphasized more system analysis and design, more on-the-job-training, and more language work. (MC)

ED 071 430 EM 010 674

Trotter, Bernard

Television and Technology in University Teaching. A Report to the Committee on University Affairs, and the Committee of Presidents of Universities of Ontario.

Committee of Presidents of Universities of Ontario, Toronto; Committee on Univ. Affairs, Toronto (Ontario).

Pub Date Dec 70

Note—90p.

Available from—Information Branch of the Department of University Affairs, 481 University Avenue, Toronto, Ontario, Canada

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Closed Circuit Television, *Decision Making, Educational Objectives, *Educational Planning, Guidelines, *Higher Education, *Instructional Technology, *Instructional Television, Media Technology, Universities

Identifiers—*British Open University

A comprehensive study of the role of television and technology was conducted among the Universities of Ontario in order to evaluate educational technology as a means of enhancing university level education. Television was the most controversial aspect of study because the associated costs required system-wide consideration. From this light, a case was made for instructional television by elucidating the variety of applications it offered, the advantages of inter-university cooperation, the sophistication of the hardware, and the costs relative to usage. The British Open University, the current forerunner in the field of educational technology in higher education, was structurally reviewed for comparison and support to the cause of television. A set of recommendations was developed generally supportive of the expansion of instructional technology, particularly television, efforts in the system. (MC)

ED 071 431 EM 010 675

Newman, Mayrelee

The Best of ERIC: Learning Resource Centers.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Contract—OEC-1-7-070-873-4581

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audio-Instructional Aids, Communication Skills, Computer Assisted Instruction, Educational Resources, Experimental Schools, Individualized Programs, Instructional Materials Centers, Instructional Technology, *Learning Laboratories, Multimedia Instruction, Museums, Open Plan Schools, Programed Instruction, *Resource Centers

Identifiers—*Learning Resource Centers

Some 50 titles have been selected, abstracted, and categorized for this bibliography. They have also been divided into five educational subject areas: general topics; public school/early childhood; community/junior college; college/university; and adult education. The bibliography was designed specifically for learning lab coordinators, librarians, and media specialists. The listings are recent, no entry being more than two years old. The information contained ranges from in-

structional satellite systems and computer-assisted instruction guides to catalog systems for non-print materials and model programs for elementary schools. (MC)

ED 071 432 EM 010 676

Shafer, Jon

Education and Cable TV: A Guide to Franchising and Utilization.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Contract—OEC-1-7-070-873-4581

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Community Antennas, Community Change, *Educational Change, Educational Television, Individualized Instruction, *Information Systems, Social Change, *Technological Advancement

Identifiers—CATV

Designed to provide the educator with some answers about cable television (CATV), this monograph and resource catalog provides a basic description of CATV, its educational uses, and the franchising provisions which relate to its educational uses. The transition of CATV from an association with broadcast television toward cable information systems is a central theme of the document—its two-way capability, hands-on access, local origination, increased channel capacity, reduced costs, Federal Communications Commission rulings, and the implications of these technological advancements and policy changes for education and for society. Practical suggestions are made to the educator; information is provided about forces operating on cable's development; and recommendations are offered about franchising processes. In addition, alternative forms of ownership and extensions on "two-people-on-a-log" formatting are discussed. Appended are footnotes and a bibliography designed to help those who wish to readily examine any area in more detail. (Author/SH)

ED 071 433 EM 010 677

Prostan, Emanuel T.

Audiovisual Media and Libraries. Selected Readings.

Pub Date 72

Note—276p.

Available from—Libraries Unlimited, Inc., P. O. Box 263, Littleton, Colorado 80120 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, *Audiovisual Centers, *Communications, *Computers, Dial Access Information Systems, Films, Information Services, Information Systems, Libraries, Library Equipment, Library Planning, *Library Science, Library Services, *Microforms, Telecommunication, Television

The readings in this collection for students of library science provide an overview of what has been the neglected half of library science: the audiovisual media. The volume begins with a section dealing with some philosophical considerations and an overview of technological considerations. Following sections cover traditional audiovisual media and utilization practices and developing technologies such as microforms, computers and communication systems. A final section deals with the evaluation and selection of audiovisual media. (Author/RH)

ED 071 434 EM 010 678

Palmer, Edward L.

Formative Research in the Production of Television for Children.

Children's Television Workshop, New York, N.Y.

Pub Date 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Broadcast Television, Childhood Attitudes, *Child Psychology, Comprehension Development, Early Childhood, Educational Research, *Educational Television, *Formative Evaluation, Media Research, *Production Techniques, Research Design, Research Methodology, *Television Research, Television Viewing

Identifiers—Sesame Street, The Electric Company

The Children's Television Workshop (CTW), responsible for the programs "Sesame Street" and "The Electric Company", conducted exten-

sive research into the systematic use of television to promote the social, emotional, and intellectual growth of young children. Working without precedents in the field of formative research practice, CTW was able to establish an operational model that included behavioral goals, competence testing, experimental production and the Writer's Notebook, a valuable asset emphasizing psychological processes, the child's experimental referents, and unbiased suggestions from the program itself. The subsequent Model for Research on Presentational Learning investigated the relationship between program attributes (appeal, comprehensibility, activity eliciting potential) and the internal compatibility of elements and "viewer outcomes". CTW found that this formative research approach was compatible with the trend toward explicit definition of instructional objectives followed by systematic trial and revision of instructional systems for achieving them. (MC)

ED 071 435 EM 010 680

Tobias, Sigmund

Distraction, Response Mode, Anxiety, and Achievement in Computer Assisted Instruction.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—CAI-TM-52

Pub Date 30 Jun 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement, *Anxiety, Attention Span, *Computer Assisted Instruction, Constructed Response, Individualized Instruction, Learning Characteristics, Motivation, Reaction Time, *Response Mode

Identifiers—*Distraction

The effects of distraction on achievement are particularly important in relation to the acceptability of computer-assisted instructional materials. In addition to these effects, various levels of anxiety may also be deleterious to the learner. In order to measure the effects of both distraction and anxiety 121 subjects were used in a two-by-two design experiment, defined on one hand by distraction and non-distraction conditions, and on the other by constructing responses as opposed to reading the program. Using multiple linear regression analysis the effects of the conditions and their interactions with test anxiety were determined. The only significant effect on instruction was that constructing responses led to higher achievement than only reading the material. State anxiety was higher for all groups in which an overt response was required. The findings suggest that decrements in achievement attributable to distraction are more accurately interpreted in motivation terms. (Author/MC)

ED 071 436 EM 010 681

Jones, D. B. Longstreth, Stephen E.

So You Want to Have a Film Made: A Guide For Film Sponsors.

Stanford Univ., Calif. ERIC Clearinghouse on Educational Media and Technology.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 73

Contract—OEC-1-7-070-873-4581

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Film Production, Film Study, *Guides, Media Technology, *Production Techniques, Scripts

The do's and don'ts of educational film production are briefly reviewed in this guide. Particular emphasis is given to the sponsor-filmmaker relationship and the various responsibilities of each. Also discussed are the reasons for either making or not making a film. The whole sequence of making a film is presented from the selection of a producer and a budget to the actual script preparation and shooting. A glossary of terms and acronyms is provided. Sample formats of fiction and non-fiction scripts are shown. (MC)

ED 071 437 EM 010 682

O'Neill, Phillip M.

Evaluation of Instructional Systems RUPS and TABA. Final Report.

Washington State Univ., Pullman.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-J-005

Pub Date Nov 72

Contract—OEC-X-71-0024(057)

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Information Dissemination, *Innovation, *Inservice Teacher Education, *Instructional Programs, *Organizational Change, Program Evaluation, Surveys, Thought Processes, Trainers

Identifiers—*Development of Higher Level Thinking Abilities, *Research Utilizing Problem Solving, RUPS, TABA

An investigation was conducted to determine the extent of dissemination of the Research Utilizing Problem Solving (RUPS) and Development of Higher Level Thinking Abilities (TABA) instructional systems developed by the Northwest Regional Laboratory (NWREL), the degree of conformity between the RUPS and TABA systems as developed and as used in the field, and the perceptions and extent of use of the two system. The TABA system was designed to lead participants through a series of learning experiences for each of three essential thinking processes: concept diagnosis, interpretation of data, and application of knowledge. The RUPS system was developed to prepare teachers to solve organizational problems in the classroom and to use innovative strategies for instruction. Data were gathered through a mail survey to both trainers and trainees who had participated in the programs. It was found that TABA respondents perceived themselves generally as in the programs. It was found that TABA respondents perceived themselves generally as utilizing their training with a high degree of regularity; training seemed to be used more by experienced teachers and less by inexperienced teachers. Analysis of the RUPS instructional system showed few differences among respondent sub-groups. It appeared that the TABA system was used more frequently in classrooms than was RUPS training. (Author)

ED 071 438

EM 010 683

Rothenberg, Donna

Vocational/Technical and Adult Education: Status, Trends, and Issues Related to Electronic Delivery.

Washington Univ., St. Louis, Mo. Program on Application of Communication Satellites to Educational Development.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Pub Date Jan 73

Note—117p.; Memorandum Number 73/1

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, *Adult Education, Adult Vocational Education, Career Education, *Communication Satellites, Educational Television, Equivalency Tests, *Instructional Television, Post Secondary Education, Technical Education, *Telecommunication, Telecourses, Televised Instruction, Trade and Industrial Education, *Vocational Education

Identifiers—Corporation for Public Broadcasting, Federation of Rocky Mountain States, Kentucky Educational Television, Project ALPS, Project Strive, Wisconsin

A large scale satellite-based telecommunication system has the capabilities of delivering educational programs to large numbers of people over a wide geographic area. However, to implement such a widespread system requires the definition of broad curricular areas and the delineation of institutional settings. This lengthy memorandum investigates the current status of both vocational/technical education and adult education throughout the United States. Vocational/technical education patterns of enrollment reveal that the growth potential at least through 1975 is good, and that the most fertile area for telecommunication is in career education orientation and teacher training. Telecommunications has the most utility in compensatory adult education. This approach is in use in rural areas of Wisconsin and Kentucky and has been considered by the Corporation for Public Broadcasting as a viable means of either increasing the viewer's coping skills or preparing him for high school equivalency examinations. The investigation is based on extensive surveys and is intended for those involved with telecommunication systems design. (MC)

ED 071 439

EM 010 685

Mundie, Paul J.

Towards Better Children's Television.

Committee on Children's Television, San Francisco, Calif.

Pub Date 9 Jan 73

Note—14p.; Speech presented to the Federal Communications Commission's Hearings on Children's Television (Washington, D.C., January 8-10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Interests, Commercial Television, *Cultural Pluralism, Ethnic Stereotypes, *Individual Needs, *Programming (Broadcast), Stereotypes, *Television

Identifiers—*San Francisco

The Committee on Children's Television (CCT) supports Action for Children's Television (ACT) in its demands for no commercials on children's television and an improvement in programming for children. A survey of children's television in the San Francisco Bay Area determined that from 1961 to 1971, children's programming had declined in quality and also in quantity. Locally produced programs had fallen from 56% to 9%. Instead, the stations ran syndicated cartoons and reruns of poor quality network shows. When license renewal applications of local stations were examined, it was learned that the stations did next to nothing to ascertain children's needs and interests. In addition, most children's television shows contained no minority characters, and the ones that were shown were largely stereotypes. CCT urges the Federal Communications Commission (FCC) to uphold its mandate and require that stations actively ascertain children's needs and interests by consulting experts on children, child advocate groups, parents, and children themselves. (JK)

ED 071 440

EM 010 687

Ormiston, Linda H. Williams, Sally

Saturday Children's Programming in San Francisco, California. An Analysis of the Presentation of Racial and Cultural Groups on Three Network Affiliated San Francisco Television Stations.

Committee on Children's Television, San Francisco, Calif.

Pub Date 8 Jan 73

Note—13p.; Speech presented to the Federal Communications Commission's Hearing on Children's Television (Washington, D.C., January 8-10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, *Children, Chinese Americans, Commercial Television, Cultural Images, *Cultural Pluralism, *Ethnic Stereotypes, Information Sources, Mexican Americans, Minority Groups, Negroes, *Programming (Broadcast), Stereotypes, *Television, Television Viewing

Identifiers—*San Francisco

A survey of children's television programs in San Francisco showed that the programs do not reflect the needs, problems, and interests of local viewers. One-fourth of the city's population is children. Two thirds of those enrolled in the city's public schools are not Anglo. Despite this, 17 of 27 programs monitored one Saturday morning in 1972 contained no minority representation at all, and most minority characterization perpetuated stereotypes. An earlier survey in San Francisco showed that television was one of the chief sources of information that children cited. The two surveys, taken in conjunction, suggest that local television stations are not doing an adequate job in presenting programs beneficial to the various groups of the community. The Federal Communications Commission is asked to take steps to remedy this situation. (JK)

ED 071 441

EM 010 689

Larez, Manuel

Statement Before the Federal Communications Commission.

League of United Latin American Citizens, San Francisco, Calif.

Pub Date 10 Jan 73

Note—7p.; Speech presented to the Federal Communications Commission's Hearings on Children's Television (Washington, D.C., January 8-10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Childhood Attitudes, Childhood Interests, Children, Commercial Television, Cultural Images, *Ethnic Stereotypes, Individual Needs, *Mexican Americans, *Programming (Broadcast), Self Concept, Self Esteem, *Television, Television Viewing

Identifiers—*San Francisco

Television and the mass media in general have created an unflattering stereotype of Mexican-Americans that is based on racism and generates racism. The most offensive of these is the "Frito-Bandito." In children's programming, very few shows present Mexican-American characters and the ones that are presented are stereotypes. Mexican-Americans are also absent in adult programs. The Federal Communications Commission (FCC) is urged to give La Raza personnel total control over programs directed toward that community. An alternate plan is to give new licenses for television broadcasting to the La Raza community in areas where the local stations refuse to grant such creative control. The present state of programming cannot continue. These programs deprive La Raza children of an equal opportunity to develop a healthy self identity, and they deprive the whole country from gaining a realistic, positive view of Mexican-Americans. (JK)

ED 071 442 EM 010 690

Fong, Kathryn M.

FCC Oral Arguments of the Chinese Media Committee.

Chinese for Affirmative Action, San Francisco, Calif. Chinese Media Committee.

Pub Date 8 Jan 73

Note—13p.; Speech presented to the Federal Communications Commission's Hearings on Children's Television (Washington, D.C., January 8-10, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese Americans, Commercial Television, Cultural Background, Cultural Images, *Ethnic Stereotypes, *Programming (Broadcast), *Self Concept, *Television Identifiers—*San Francisco

Monitoring of television programs has revealed that few programs present Chinese characters. The Chinese which are represented in television shows perpetuate stereotypes: either pig-tailed hatchet-killers or the clever, intelligent Charlie Chan. The networks have ignored both the large body of Chinese myths and the contribution of Chinese in American, e.g., building the railroads. Broadcasters have failed to perform public ascertainment within ethnic communities and rationalize this shirking of responsibility by reviving the placid stereotype of Charlie Chan. This stereotype keeps Chinese in their place in white society by not allowing Chinese to behave aggressively or outspokenly. San Francisco has the largest Chinese community in proportion to its total population (8.2%), but even here no responsible programming on China has been shown. Correspondence between the Chinese Media Committee and CBS Television is appended in regard to two CBS programs, "Anna and the King" and "The Chan Clan." CBS replies that Asian-Americans were consulted in preparing the programs. (JK)

ED 071 443 EM 010 691

Tobias, Sigmund Duchastel, Philippe C.

Behavioral Objectives, Sequence, and Aptitude Treatment Interactions in CAI.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—CAI-TM-57

Pub Date 1 Aug 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement,

*Anxiety, *Behavioral Objectives, Comparative Analysis, Computer Assisted Instruction, *Programmed Instruction, *Sequential Approach, Sequential Programs, Student Attitudes, Testing Problems

The interaction of behavioral objectives, sequence order, and test and state anxiety were investigated. The study had four purposes: 1) to examine the effects of objectives on achievement; 2) to investigate the effects of sequencing; 3) to study the interaction of availability of objectives and sequence; 4) to study the effects of objectives and frame sequence on both test and state anxiety. The results indicated that there were not main effects attributable to objectives, and that scrambling frame sequence did reduce achievement and increase program errors. It was expected that providing students with program objectives would have no effect in the logically organized program, but that achievement of students receiving objectives and a scrambled pro-

gram should be facilitated. This interaction was not supported by the results. As expected, attitudes toward the program were more positive among students taking the logically sequenced material compared to those receiving the scrambled sequence. The fact that state anxiety was unaffected by either objectives or sequence was unexpected. (Author/JK)

ED 071 444

EM 010 693

Hughes, Joseph D.

Remarks at NAEB Convention.

Corporation for Public Broadcasting, Washington, D.C.

Pub Date 30 Oct 72

Note—12p.; Speech presented at the National Association of Educational Broadcasters Annual Convention (Las Vegas, Nevada, October 30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Television, *Federal Aid, Financial Needs, *Financial Policy, *Financial Support, Instructional Television, National Programs, Operating Expenses, Public Support, *Public Television, Tax Support

Identifiers—Corporation for Public Broadcasting

The Long-Range Financing Task Force of the Corporation for Public Broadcasting estimates that a capital investment of \$534 million will be necessary to provide public broadcasting coverage to 90 percent of the population. This assumes that the federal share of capital expenses will be nearly 50%. Operating costs for a fully developed system will require \$475 million annually with the federal government contributing \$166 to \$237.5 million of that. The system, under this funding arrangement, would include state and regional networks, the national libraries, station-affiliated and independent producers, and experimental centers. In order to reach these estimates the Task Force recommends adhering to 12 principles which review the balance of federal and non-federal funding, the long-range planning, and the necessity of underwriting the system. The success of the existing funding plans anticipates partial reliance on general tax revenue, sales from satellite systems, and an implementation of matching-funds systems. (MC)

ED 071 445

EM 010 694

Silvern, Leonard C.

Systems Engineering of Education V: Quantitative Concepts for Education Systems.

Education and Training Consultants Co., Los Angeles, Calif.

Pub Date 72

Note—143p.

Available from—Education and Training Consultants Co., Box 49899, Los Angeles, California 90049 (\$16.00)

Document Not Available from EDRS.

Descriptors—Feedback, Flow Charts, Instructional Design, *Instructional Systems, *Mathematical Models, *Models, Simulation, Systems Analysis, *Systems Approach, Systems Concepts

Identifiers—LOGOS

The fifth (of 14) volume of the Education and Training Consultant's (ETC) series on systems engineering of education is designed for readers who have completed others in the series. It reviews arithmetic and algebraic procedures and applies these to simple education and training systems. Flowchart models of example problems are developed and mathematized, so that the reader will be able to examine a complex, closed-loop mathematized model with a number of feedback loops. (Author/RH)

ED 071 446

EM 010 696

Hegstrom, William J. Phillips, William E.

Comparability of Group Television and Teacher Administration of a Florida Reading Assessment Instrument.

Palm Beach County Board of Public Instruction, West Palm Beach, Fla.

Pub Date Jan 73

Note—9p.; Paper presented at the Annual Meeting of the Florida Educational Research Association (Tampa, Florida, January 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Elementary School Students, *Feasibility Studies, *Instructional Television, *Reading Tests, Standardized Tests

A study was conducted to examine the feasibility of using instructional television as a means

of standardizing countywide testing. Two reading assessment instruments were administered to second and fourth grade students through an oral instructional television reading of the items and through an oral reading by classroom teachers. Results showed that both second and fourth graders performed significantly better when the items were administered by teachers, although there were several explanations for these results which do not necessarily include that television may not be a better means of administering tests. (SH)

ED 071 447

EM 010 697

Bibliography on Cable Television, November 1971. Supplement, May 1972.

National Education Association, Washington, D.C.

Pub Date May 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Cable Television, Community Antennas

A subject-oriented bibliography on cable television covers: issues, impact, background, utilization, system planning and public interest, local factors, and regulations of the Federal Communication Commission and other agencies. Over 60 entries are included. (MC)

ED 071 448

EM 010 698

Case-Gant, Alexa

Visual Literacy: An Exciting Environmental Adventure.

Richmond Public Schools, Va.

Pub Date [73]

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Communication Skills, Language Ability, *Language Experience Approach, Nonverbal Communication, *Reading Programs, Verbal Development, Verbal Learning, Visual Aids, Visual Learning, *Visual Literacy

A Title I 5 year Visual Literacy Experimental Program was initiated in four kindergarten classes during the 1972-73 academic year. The program was designed to focus on a hierarchy of visual skills and aesthetic experiences involving body language, graphic expressions, and photography, and to correlate these with the objectives of the classroom teacher. Conventional techniques for distinguishing differences and similarities among tastes and tactile impressions, light and dark, open and closed, shape, hue and size, space perception, and rates of movement were greatly enhanced by photographing these experiences and playing them back to the children. The children's verbal complexity index was increased. The incorporation of a tape recorder was complementary to the overall goal of developing vocabulary, articulation, and the appreciation of visual and verbal forms. The program was initiated enthusiastically by the classroom teachers and was relatively easy to carry out. (MC)

ED 071 449

EM 010 700

Herrick, Merlyn C.

Audio-Tutorial Instruction; An Expanded Approach.

Missouri Univ., Columbia. School of Medicine.

Pub Date 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Closed Circuit Television, *Computer Assisted Instruction, Computer Programs, Higher Education, *Instructional Design, Instructional Media, *Medical Education, *Multimedia Instruction, Phonotape Recordings, *Programmed Instruction, Slides, Teaching Machines

Identifiers—*Didactor, University of Missouri Columbia

The University of Missouri-Columbia School of Medicine is developing an audio-tutorial system with several unique features. A Didactor, a device which provides most of the capabilities of computer-assisted instruction but at a fraction of the cost, is the center of the system. The Didactor is combined with tape recordings and slides to present a learning strategy that incorporates the recognition of student errors and the capability of modifying the program to meet the errors. In addition, the device can present both branching and linear program formats. The associated tape recordings are available in regular or compressed times depending on the needs of the student. The

primary limiting factor of this system is the programmer's ability to perceive and develop learning strategies. The system is part of a total audio-instructional design that also includes closed-circuit television and sophisticated audiovisual aids. A cost effectiveness study of the entire system remains to be done. (MC)

ED 071 450 EM 010 701

Fletcher, J. D., and Others

A Note on the Effectiveness of Computer-Assisted Instruction.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Pub Date 6 Dec 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Compensatory Education, *Computer Assisted Instruction, Cost Effectiveness, Educational Methods, *Elementary Education, *Evaluation, Higher Education, Program Costs, *Secondary Education

Though the Coleman Report stated that factors within the schools seem to affect achievement much less than factors outside the schools, this report suggests that there are strong and consistent achievement gains by students when they are given computer-assisted instruction (CAI) over a reasonable fraction of a school year. Supporting this claim is an annotated listing of 16 studies that discuss CAI programs that have been effectively used. The programs include all levels of instruction and a wide range of curricular subject: mathematics, science, nursing, and languages. The authors report that the current literature reveals practically no negative findings in CAI evaluations. (MC)

ED 071 451 EM 010 705

Edwards, K. Anthony Powers, Richard B.

Self-Pacing in a Personalized System of Instruction: Work Patterns and Course Completion.

Utah State Univ., Logan. Dept. of Psychology.

Pub Date 8 Apr 73

Note—14p.; Paper presented at the Association for Educational Communications and Technology National Convention (Las Vegas, Nevada, April 8-13, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, Independent Study, *Individualized Instruction, *Pacing, *Performance Factors, Reinforcement, *Self Actualization, Teaching Methods, *Teaching Techniques

Student performance in a self-paced personalized system of instruction course is varied in rates and patterns of work. Using 118 students in a college level introductory psychology course the investigators found 1) students worked at a variety of rates and patterns; 2) students who started to work early had a much greater chance of finishing the course than those who started later; and 3) that most students who made long pauses did so after taking one of the first four written exams regardless of when in the course they started to work. The implication presented was that a student should be reinforced for starting work early in a self-paced class. (MC)

ED 071 452 EM 010 718

Gregory, Carl Bessent, Authella

A Conceptualization of an Improved Authoring Language (IAL). Technical Report Number 11.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Sep 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Program Descriptions, *Programming, *Programming Languages

Identifiers—IAL, *Improved Authoring Language
One of the most difficult tasks in program production of computer-assisted instruction (CAI) has been the transformation of an author's ideas into machine-usable form. Thus, an improved authoring language (IAL) to facilitate the transformation of authors' drafts to machine-usable form was conceptualized. IAL was designed so that an instructional designer can help the author give his course a coherence that will meet programming needs. IAL requires data to be specified completely before the material reaches the programmer. The language is a series of com-

mands, many of which could be standard routines in the eventual programming language. Each piece of courseware data is identified, or labeled, so that it can be referenced. Data may be either LOCAL (defined for a given page, template, module, or unit), GLOBAL (defined for a given student), or UNIVERSAL (defined for the entire course). Commands are applicable to any subject matter. Many parameters are formulated only loosely, so that authors can, at times, specify material in sentence form. (Author/JK)

ED 071 453 EM 010 725

Bunderson, C. Victor

Markets and Models for Large-Scale Courseware Development.

Texas Univ., Austin. Computer-Assisted Instruction Lab.

Pub Date Oct 71

Note—16p.; Paper presented at the EASCON Meeting (Washington, D. C., October 6-8, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, Higher Education, Instructional Materials, *Instructional Technology, *Junior Colleges, Marketing, Merchandise Information, Programed Instruction, Publicize

Computer-assisted instruction (CAI) is not making an important, visible impact on the educational system of this country. Though its instructional value has been proven time after time, the high cost of the hardware and the lack of quality courseware is preventing CAI from becoming a market success. In order for CAI to reach its market potential it must find a new educational target market. The junior colleges represent the best market for CAI because of their increasing enrollments and their intermediate position between the generally recalcitrant school districts and the graduate oriented universities. The high cost of hardware is being solved and all that really remains is for the CAI industry to meet the high-volume instruction requirements of the courseware. The production and dissemination of courseware will require a new design and development technology with high quality standards. The author discusses the entire subject of marketing CAI in depth. (MC)

ED 071 454 EM 010 730

Breen, Myles P., Ary, Donald E.

A Nationwide Survey to Determine Who Chooses Instructional Films.

Pub Date Nov 72

Note—11p.

Journal Cit—Audiovisual Instruction; v17 n9 p46-48

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Instruction, Budgeting, *Elementary Schools, Films, *Instructional Films, *Media Selection, National Surveys, School District Spending, *Secondary Schools

The selection and purchase of instructional films for use in elementary and secondary schools is a complex process. Generally choosing a film is the task of the classroom teacher or the principal. However the decision can involve a wide variety of other personnel including audiovisual coordinators, business managers, and librarians. This survey of 114 randomly selected school districts reveals that the individual teacher appears to be the most important element in film selection, with the school principal next in importance. In addition, the survey also shows that the media budget for these districts amounted to only one percent of the total operational budget. This, the authors note, is a significant departure from the estimate of four percent made by the Commission on Instructional Technology. Finally, the survey shows that only a minority of schools have a stated policy for evaluating and selecting films. (MC)

ED 071 455 EM 010 734

Heintz, Ann Christine and Others

Mass Media: A Worktext in the Processes of Modern Communication.

Pub Date 72

Note—240p.; See also Mass Media Guide EM 010 735

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 (\$3.20)

Document Not Available from EDRS.

Descriptors—Aesthetic Education, Communication (Thought Transfer), *Mass Media, *News

Media, Newspapers, Secondary Education, *Teaching Techniques, *Television, *Workbooks

This workbook introduces key concepts and issues related to the mass media. Students perform activities related to these concepts and issues to understand the part they play in their own lives. The usual format consists of a probe, a lab, a focus, an interface, an investigation, and a simulation. For example, one probe is "What are some qualities of popular taste?" The lab for that probe consists of two exercises which define taste in terms of favorite sandwiches and favored curriculum subjects. The focus applies the findings from the lab exercises to another subject, television shows. The interface section discusses the concept of taste in terms of students' everyday activities. The investigation section points out other areas of life where that concept is used. Each student is asked to take a position on the major questions of the unit, and in the simulation section, he considers how his position might work out in practice. The major areas considered in the workbook are: the media and the people, the news media, and mass media in a democratic society. Each of these is broken down into several topics. The book appears suitable for high school students. For teacher's manual see EM 010 735.

ED 071 456 EM 010 735

Mass Media Guide.

Pub Date 72

Note—77p.; See also Mass Media EM 010 734

Available from—Loyola University Press, 3441 North Ashland Avenue, Chicago, Illinois 60657 (\$1.00 single purchase; FREE with Classroom order of Mass Media)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Manuals, *Mass Media, *News Media, Secondary Education, Teaching Techniques

This teacher's manual for "Mass Media" provides suggestions for using the material in that workbook. It explains the rationale for the subjects included, presents ways to implement the activities and interpret the results, and also gives a bibliography for each topic. For workbook see EM 010 734. (JK)

ED 071 457 EM 010 758

Wingo, Charles E., and Others

Development and Testing of Video Tapes for Teacher Education in the Teaching of Reading Utilizing a Concentrated Phonetic and Modified Linguistic Structure. Final Report.

Monmouth Coll., Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—O-E-165

Pub Date Dec 72

Grant—OEG-5-71-0011(509)

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Conventional Instruction, Intermedial Differences, Linguistics, Reading Instruction, *Teacher Education, *Teaching Methods, *Video Tape Recordings, Word Frequency, *Word Recognition

Identifiers—CAME, Code Alphabet Meaning Emphasis

A study was devised to determine which of two instructional methods (conventional instruction or videotape presentations of structured material in addition to classroom instruction, discussion, and demonstration) would be more helpful in teaching prospective teachers how to teach word recognition skills to children. The videotaped materials employed a sequence of presentation of the various speech sounds in the order of their frequency in English; applications of modified linguistics for word identification were emphasized; and motivational stories as well as reinforcement and maintenance activities were included. Two classes of students enrolled in an education course participated in each condition in a pretest-posttest design. Results of analyses showed the videotape approach to be significantly superior to the conventional teaching method. Appended are the pretest and posttest items, test score data, and scripts for 33 videotapes. (Author/SH)

ED 071 458 EM 010 837

Kleiner, George

Developing Specifications for a Low-Cost Computer System for Secondary Schools. PREP 38.

National Inst. of Education (DHEW), Washington, D.C.; Stevens Inst. of Tech., Hoboken, N.J. Computer Center.

Report No.—DHEW-NIE-73-27625; PREP-38

Pub Date 72

Note—71p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (DHEW Publication No: (NIE) 73-27625, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Assisted Instruction, Computer Based Laboratories, Computer Programs, *Computers, Computer Science, *Computer Science Education, *Cost Effectiveness, Costs, Electronic Equipment, Equipment Standards, *High Schools, Input Output Devices, Program Costs, Programming, *Purchasing, Secondary Education, Specifications, Time Sharing

Identifiers—Minicomputers, PREP, *Putting Research into Educational Practice

More and more secondary schools are becoming interested in introducing their students to computers and computer concepts. A central problem for such schools, however, is obtaining reliable computer service with capacity for all the students who are interested, but at a cost the school can afford. Although many schools use commercial or small-scale time-sharing services, providing computer services to more than a few students becomes very expensive. Accordingly, various types of minicomputer systems are discussed in relation to the needs and capabilities of the schools. While a wide range of features are considered, special attention is paid to the peripheral equipment whose cost and reliability is so crucial to secondary school computer systems. (RH)

FL

ED 071 459

FL 001 956

Barrutia, Richard

Language Learning and Machine Teaching. Language and the Teacher: A Series in Applied Linguistics, Volume 5.

Center for Curriculum Development, Inc., Philadelphia, Pa.

Pub Date 69

Note—119p.; Originally published as "Linguistic Theory of Language Learning as Related to Machine Teaching"

Available from—Center for Curriculum Development, Inc., 401 Walnut Street, Philadelphia, Pa. 19106 (#2556, \$1.50)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, Behavioral Objectives, *Branching, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, Individualized Instruction, Language Instruction, Learning Theories, Linguistic Theory, Multimedia Instruction, Programed Instruction, Programed Materials, Second Language Learning, *Spanish, *Teaching Machines, Teaching Methods, *Testing

This study, illustrating how branch programing is conceived within the framework of linguistic theory, gives some insights on programing language material, specifying terminal objectives, and identifying the behavior by which achievement is measured. The model program described is an audio and motion film program with the main terminal objective of target language comprehension. The study examines preparation of behavioral analyses and selection of facts, skills, attitudes, and concepts relevant to the attainment of Spanish comprehension. As a necessary adjunct, it also shows how to construct frames appropriate to the nature of the level of language being taught and the type of learning involved, including discrimination, recognition, comprehension, and memorization. It discusses how to conduct and prepare tests both for individual use and for language laboratory use. Finally, it shows how to revise frames according to error rate, interference considerations, and student results of tests based on terminal objectives. (Author/RL)

ED 071 460

FL 003 174

Stevens, Peter

Technical, Technological and Scientific English (TTSE).

Pub Date Jan 72

Note—17p.; Paper presented at the International Association of Teachers of English as a Foreign Language Conference in London, England, January 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English (Second Language), *Language Instruction, Language Patterns, *Language Role, *Language Styles, Language Usage, Science Education, *Scientific Concepts, Second Language Learning, Teaching Methods, Technical Education, Thought Processes, Vocabulary, Vocational Education

There is a large and growing demand for English language teaching to be provided specifically for the needs of a particular subject, profession, or occupation beyond the approach to English as a general educational and cultural subject. It is possible to isolate and define technical, technological, and scientific English, all with common features of English, but with distinctions in concepts, characteristic thought processes, vocabulary and terminology, and the logical-grammatical devices used to express the concepts. All these elements contribute to the recurrent grammatical patterns evident in a particular type of language. One way to teach specialized English would be in a special purpose course after the student has learned "common core" English in a conventional course. (VM)

ED 071 461

FL 003 197

Okby, Mamud M.

Verbal Cues of Organizational Information in Message Decoding: An Integrative Approach to Linguistic Structure.

Pub Date 72

Note—168p.; Janua Linguarum, Series Minor, 127

Available from—Humanities Press, Inc., 450 Park Ave. S., New York, N.Y. 10016 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, Communication (Thought Transfer), Grammar, Information Processing, Information Theory, *Interdisciplinary Approach, Language Research, *Linguistics, Linguistic Theory, *Perception, Psycholinguistics, Semantics, Sequential Approach, Structural Linguistics, Transformation Theory (Language), *Verbal Communication, Verbal Learning

This discussion of verbal communication seeks to bring a new "unity" and order into the study of linguistics, to make linguistics truly an interdisciplinary science, and to communicate more effectively with the outside world, peopled by those who do not speak linguistic jargon. The particular linguistic problem here is an exploratory psycholinguistic study of correlations between verbal and conceptual structures in language, consisting of an investigation of the verbal cues of organizational information and the corresponding operations of sequential structure utilized in the encoding-decoding process. The basic assumptions underlying the study are that language can profitably be examined with respect to its characteristics as a unified form of behavior and that a psycholinguistic interpretation of the notion of grammar is needed to account for transformation between the structures of content and of expression. The two-part discussion covers hypothetical, analytic, and synthetic considerations. (Author/VM)

ED 071 462

FL 003 274

Storni, Adolfo Enrique, Ed. And Others

Política de las Construcciones Escolares (Policy for School Construction).

Ministerio de Cultura y Educación, Buenos Aires (Argentina). Direccion Nacional de Arquitectura Educacional.

Pub Date 70

Note—303p.; Written in Spanish

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Building Plans, Criteria, *Educational Improvement, Educational Legislation, Educational Objectives, *Educational Planning, Foreign Countries, Government Role, Guidelines, International Education, Legal Problems, *Models, *School Buildings

Identifiers—*Argentina

This document establishes the policy for school construction programs and projects to be conducted in Argentina. The first part establishes the bases for construction and defines the policy and its objectives. The second part discusses school construction in view of educational reform and planning and considers analysis of current systems, adaptation of current systems to educa-

tional reform, models and prototypes of school buildings, general and particular criteria, programs and models for various types of schools, legal aspects, and guidelines for laws governing school construction. (VM)

ED 071 463

FL 003 308

Fiore, Ernani Maria

De la Educacion Liberadora: La Educacion en General y la Universidad en Particular (Concerning Liberalizing Education: Education in General and the University in Particular).

Federacion de Universidades Privadas de America Central y Panama, Guatemala City (Guatemala).

Report No.—FUPAC-CONF-1

Pub Date Nov 71

Note—25p.; Paper presented at the "II Seminario FUPAC: Identidad y Realizacion de las Universidades Privadas," November 1971; Written in Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Culture, Education, *Educational Improvement, *Educational Philosophy, *Educational Theories, History, School Role, Spanish Speaking, *Universities

This paper offers some theoretical proposals for a radical re-thinking of educational theory. Rather than offering concrete methods for reform, it seeks to point out the general direction for change if education is to strive toward the liberation of man. The relationship of man to history, culture, and knowledge is considered, as is the role of the school and the university in the educational scheme. (VM)

ED 071 464

FL 003 426

Metcalf, Allan A. And Others

Riverside English: The Spoken Language of a Southern California Community.

California Univ., Riverside.

Pub Date 71

Note—44p.

Available from—Allan Metcalf, English Department, University of California, Riverside, California 92502 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Atlases, Descriptive Linguistics, *Dialect Studies, *English, Geographic Distribution, Intonation, Language Development, Language Patterns, Language Usage, Phonetics, *Pronunciation, *Regional Dialects, Research Methodology, Sex Differences, Social Dialects, Social Differences, Standard Spoken Usage, Surveys, *Vocabulary

Identifiers—*California

This booklet points out some of the characteristics of the varieties of English spoken in Riverside and in the rest of California. The first chapter provides a general discussion of language variation and change on the levels of vocabulary, pronunciation, and grammar. The second chapter discusses California English and pronunciation and vocabulary characteristics of different areas. Chapter three considers the findings of the Linguistic Atlas of the Pacific Coast survey made in the 1950's and a more recent survey made in Riverside using an interview technique similar to but shorter than the Linguistic Atlas survey. Trends evident from the comparison of the two surveys indicate a move toward homogeneity, "spelling pronunciations," and greater Midlands and Southern influence. The final chapter deals with non-regional variations that can be attributed to age, sex, occupation, social class, or ethnic group. A bibliography is included. (VM)

ED 071 465

FL 003 431

Zale, Eric M.

The Case against Bidialectalism.

Pub Date 28 Feb 72

Note—13p.; Paper presented at the 6th Annual TESOL Convention, Washington, D.C., February 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American English, Biculturalism, Cultural Differences, Dialect Studies, English, Identification (Psychological), *Language Standardization, Negro Attitudes, *Negro Dialects, Negroes, *Nonstandard Dialects, Regional Dialects, Social Status, Social Stratification, Sociocultural Patterns, Sociolinguistics, *Standard Spoken Usage

This article, primarily a critical review of Wayne O'Neil's study "The Politics of Bidialectalism," defines and examines sociological and pedagogical implications of the concepts of bidi-

alectism and biloquism. It is argued that any definition of bidialectalism which refers to linguistic differentiation on the basis of social class is implicitly a racist conceptualization of the term itself. Selected linguistic examples illustrate how standard English is becoming simplified and, thus, easier for speakers of nonstandard English to acquire. Concluding remarks concentrate on reasons why students should reject the notions of bidialectalism or biloquism as defined by O'Neil in favor of standard English. (RL)

ED 071 466

FL 003 452

Barbulescu, Petre, Ed.

Simpozional Pregătirea Pentru Munca Obiectiv al Invatamintului (Symposium on Training for Work, the Aim of Education).

Institutul de Cercetari Pedagogice, Bucharest (Romania).

Pub Date 27 Jun 71

Note—487p.; Symposium held in Alexandria, Rumania; Written in Romanian

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Communism, *Conference Reports, *Educational Change, Educational Objectives, Educational Research, Elementary Schools, Foreign Relations, Higher Education, International Education, Job Skills, Political Attitudes, Secondary Schools, Social Change, Socioeconomic Influences, Tables (Data), *Technical Education, Technology, Vocational Adjustment, Vocational Development, *Vocational Education

Identifiers—*Rumania

Educational reform in Rumania at the elementary, secondary, and university levels has led to a greater emphasis on vocational-technical training and toward promoting further socialist attitudes among all students. The new educational objectives were outlined in a symposium on vocational training in which over 200 Rumanian educators participated. The symposium was held in commemoration of the fiftieth anniversary of the Rumanian Communist Party. Conclusions advanced at the conference suggest that the socioeconomic environment of the country be determined, emphasized, and reinforced; that work concepts must be the basis of the educational process; that preparation for a technological culture be fundamental; that school workshops must be converted to work laboratories to prepare students for actual work habits; that more vocational courses such as home economics, metal, and woodwork be offered; that school and student needs be subordinated to society; and that the full energy of the system be expanded toward greater social action. Complete papers, summaries, and an extensive bibliography are included. (DS)

ED 071 467

FL 003 465

Boletín Estadístico Presupuestario (Bulletin of Budgetary Statistics).

Ministerio de Educacion, Guatemala City (Guatemala). Oficina de Planeamiento Integral de la Educacion.

Pub Date 71

Note—14p.; Written in Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgets, *Bulletins, *Education, *Educational Finance, Educational Improvement, *Educational Planning, Foreign Countries, Preschool Education, Primary Education, School Construction, Secondary Education, Tables (Data), Universities

Identifiers—*Guatemala

This booklet contains 11 tables with budgetary information on various aspects of governmental and educational financing in Guatemala from 1966 to 1971. The first three tables provide details concerning the executive, legislative, and judicial branches of the government. The remaining tables concern finances, funding, and disbursements of the Ministry of Education. (VM)

ED 071 468

FL 003 468

Miro Quesada, Francisco

Lenguaje, Razon y Teoria Explicativa (Language, Reason, and Explanatory Theory).

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Mar 72

Note—16p.; Written in Spanish

Journal Cit—Lenguaje y Ciencias; v12 n1 p1-16 Mar 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Deep Structure, Descriptive Linguistics, Generative Gram-

mar, Language, Language Research, Language Universals, *Linguistic Theory, *Logic, *Philosophy, *Scientific Methodology, Spanish, Surface Structure, Syntax, Transformation Theory (Language)

This paper discusses the validity and role of linguistic theory in terms of philosophy and logic and considers the relationship among these fields of human knowledge. The main objective of linguistic science is to discover the composition laws actually used by speech communities at any given moment in history. Linguistics is therefore not prescriptive but, rather, seeks knowledge of the true structure of language. The empirical and explanatory nature of linguistic statements is considered at length, as are the means for judging the validity of those statements. (VM)

ED 071 469

FL 003 469

Zierer, Ernesto

Information Structure and Linguistic Structure.

Universidad Nacional de Trujillo (Peru). Departamento de Idiomas y Linguistica.

Pub Date Mar 72

Note—9p.

Journal Cit—Lenguaje y Ciencias; v12 n1 p23-31 Mar 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Context Clues, Descriptive Linguistics, *Distinctive Features, German, Grammar, *Information Processing, Information Theory, Language Instruction, *Language Patterns, *Linguistic Theory, Models, Second Language Learning, Semantics, Sentence Structure

This document describes a format for analyzing the information content of sentences and the language patterns that accompany particular information content. The author writes in terms of information structures, each information structure having a corresponding linguistic structure composed of distinctive features. The information structure of a given sentence and its corresponding linguistic structure are frequently conditioned by context, particularly the preceding sentence. The paper illustrates the determination of 12 different information structure types, to which correspond a total of 16 different linguistic structure types. Most of the examples are in German. (VM)

ED 071 470

FL 003 489

Seshadri, C. K.

TESL and Spoken English in the Indian Context.

Maharaja Sayajirao Univ. of Baroda (India).

Pub Date Apr 70

Note—6p.

Journal Cit—Journal of the Maharaja Sayajirao University of Baroda; v19 n1 p1-6 Apr 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiolingual Methods, Educational Theories, *English (Second Language), *Instructional Materials, Interference (Language Learning), Language Instruction, Learning Processes, *Learning Theories, Second Language Learning, *Speaking, Speech Skills, *Teaching Methods

Identifiers—*India

This paper examines the belief that the best way of teaching English-as-a-second language (TESL) is to provide the student with opportunities for hearing and speaking "Standard" English. The author contests C.C. Fries' view that "...speech 'is' the language." In India, it is noted, the greatest single difficulty for students is speaking English. The lack of any direct, positive transfer of linguistic theory to the development of TESL instructional materials is also criticized. The educational problems engendered by teaching students to speak English before reading the language are discussed, and concluding remarks point out the need for a revision in Indian educational policy concerning TESOL. (RL)

ED 071 471

FL 003 490

Mintz, Sidney W.

Comments on the Socio-Historical Background to Pidginization and Creolization.

Pub Date Mar 69

Note—32p.; Revised version of remarks presented at the Mona Conference, University of the West Indies, April 1968

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creoles, Cultural Factors, *Dialect Studies, Language Development, Language Patterns, *Language Research, Language Styles, Language Typology, *Pidgins, Social Dialects, *Sociolinguistics

This article examines several major sociological characteristics of the Caribbean region in a study of pidginization and creolization. Three major conditions which may have affected the ways that Creole languages develop are discussed. They include: (1) the relative proportion of Africans, Europeans, and other groups now present in specific Antillean societies; (2) codes of social interaction governing the relative status and the relationships of those differing groups in particular societies; and (3) specific types of community settings within which these groups become further differentiated or intermixed. (RL)

ED 071 472

FL 003 508

Dulay, Heidi C. Pepe, Helene

The Influence of a Social Setting on Second Language Learning.

Pub Date 15 May 70

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ethnic Groups, Learning Motivation, Learning Theories, Psycholinguistics, *Puerto Ricans, *Second Language Learning, *Student Attitudes, *Student Motivation, Teacher Attitudes, Teacher Motivation

An educational experiment concerning second language acquisition is described in this report. It is hypothesized that low ethnocentrism, positive attitudes toward the other group, and an integrative orientation toward language comprise high motivation, with the opposite criteria controlling low motivation. Puerto Rican children involved in the experiment completed attitudinal questionnaires concerning American culture. The questionnaire covered these areas: (1) plans for residence in the United States, (2) attitudes toward Americans, (3) expectations, (4) goals for children, (5) language, (6) social distance, and (7) political party affiliations. (RL)

ED 071 473

FL 003 509

Taylor, Daniel J.

Aspects of Negation in Classical Greek.

Illinois Univ., Urbana. Dept. of Linguistics.

Pub Date 72

Note—18p.

Journal Cit—Studies in the Linguistic Sciences; v2 n1 p105-122 Spr 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classical Languages, Deep Structure, *Descriptive Linguistics, *Greek, Language Classification, *Linguistic Patterns, Morphology (Languages), *Negative Forms (Language), Semantics, Structural Grammar, Surface Structure, Syntax, Verbs

Traditional grammars are criticized as having obscured or omitted many significant features of negation patterns in classical Greek. The author demonstrates that negation in Greek extensively involves semantic and syntactic factors. Certain of the factors are thoroughly embedded in the traditional approach to grammar, while others are derived from concepts totally unfamiliar to philology. The need for a complete and total description of negative patterns is called for, and it is suggested that the description include a negative conversion rule, a formal description of abstract syntax, and an in depth discussion of inherently negative verbs into two classes on the basis of the behavior of the negative in their complements. (RL)

ED 071 474

FL 003 530

Ahmann, J. Stanley Lambert, B. Geraldine

An Evaluation of a Bilingual Education Program: Annual Report 1970-71.

Saint Martin Parish School Board, St. Martinville, La.

Spans Agency—Office of Education (DHEW),

Washington, D.C. Div. of Bilingual Education.

Report No—P-OE-7-321

Pub Date 15 Jun 71

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Elementary Schools, English, Evaluation Methods, Fles, *French, Negro Youth, *Performance Criteria, *Program Evaluation, Standardized Tests

This annual report of an ongoing bilingual education program being conducted at St. Martin Parish evaluates data gathered between February and May 1971. A large segment of both the control and experimental groups is French dominant or black. Achievement of performance objectives by kindergarten and first grade students was evaluated by both teachers and monitors. A series of standardized tests, including the Stanford

Achievement Test, was administered and results of the tests are discussed. Twenty-two tables of data are included. (RL)

ED 071 475 FL 003 548

Bander, Robert G.
American English Rhetoric: Writing from Spoken Models for Bilingual Students.

Pub Date 71

Note—367p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—Advanced Students, *American English, College Freshmen, *Composition Skills (Literary), *English (Second Language), Essays, Grammar, Imitation, Language Styles, Nonstandard Dialects, *Paragraph Composition, *Rhetoric, Secondary Education, Second Language Learning, Sequential Learning, Syntax, Teaching Methods, Textbooks, Universities, Written Language

This book has been written to help improve the composition skills of students of English as a second language or second dialect. It has been planned for students at the advanced secondary, college, and university levels who have had some previous training in English vocabulary and grammar; it is particularly suited for a one-semester course for international students who are studying English as college freshmen. The text uses a sequential learning plan which calls for copying, imitation, and repetition and begins with paragraph dictation as the first step. After concentration on the paragraph, emphasis shifts to the essay. Lessons make use of published pieces for illustration of techniques that seem to be most relevant to the development of modern English style and of grammar points which traditionally present problems for foreign students. (Author/VM)

ED 071 476 FL 003 550

Nichols, Ann Eljenholm

English Syntax: Advanced Composition for Non-Native Speakers.

Pub Date 65

Note—224p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Advanced Students, *Composition Skills (Literary), English, *English (Second Language), Essays, Foreign Students, Graduate Study, Grammar, Imitation, Instructional Materials, Language Patterns, Language Styles, Non English Speaking, Paragraph Composition, *Syntax, Textbooks, *Written Language

This textbook attempts to augment the general handbook information needed in any composition class with specific information that the non-native speaker needs, for example, the distribution of determiners with the various noun subclasses, and the syntactical relationship of subordinate to subordinate clause; and to apply the techniques and principles used in teaching English on the aural-oral level to the teaching of written English. The first part of the text concerns issues in English syntax and provides exercises which, through imitation, ask the students to convert abstract algebraic formulas into actual units of English. Part 2, on the paragraph, asks students to imitate series of logically related sentences. Part 3 concerns the essay. Here the student is provided with model compositions, covering the range of writing demanded of both graduate and undergraduate students, which call for logical rather than syntactical imitation. Syntactical analyses of the text and error corrections are made in terms of the principles studied in Part 1. (Author/VM)

ED 071 477 FL 003 554

Fries, Charles C.

Teaching and Learning English as a Foreign Language.

Pub Date 45

Note—153p.

Available from—University of Michigan Press, Ann Arbor, Mich. 48106 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Adult Education, Applied Linguistics, Curriculum Development, Deep Structure, *English (Second Language), *Instructional Materials, *Intensive Language Courses,

Language Skills, Linguistic Theory, Pronunciation, Second Language Learning, Second Languages, *Structural Linguistics, Surface Structure, Vocabulary

This volume sets forth in a nontechnical manner the linguistic approach employed in writing instructional materials used in English-as-a-second-language programs at the English Language Institute of the University of Michigan during the 1940's and 1950's. Each section of this volume presents the principles or the assumptions underlying the choice, sequence, and handling of the materials of the "Intensive Course in English for Latin-American Students." Chapters include: (1) "On Learning a Foreign Language as an Adult," (2) "The Sounds: Understanding and Producing the 'Stream of Speech'," (3) "The Structure: Making Automatic the Use of the Devices of Arrangement and Form," (4) "The Words: Mastering Vocabulary Content," and (5) "Contextual Orientation." Appendixes contain "Step-by-Step Procedure in Marking Limited Intonation," "Lessons in Pronunciation, Structure, and Vocabulary from 'Ingles por Practica,'" and "Outline of Materials of 'An Intensive Course in English for Latin Americans.'" (RL)

ED 071 478 FL 003 555

Pike, Kenneth L.

Tone Languages: A Technique for Determining the Number and Type of Pitch Contrasts in a Language, with Studies in Tonic Substitution and Fusion.

Pub Date 64

Note—187p.

Available from—University of Michigan Press, Ann Arbor, Michigan 48106 (\$4.00)

Document Not Available from EDRS.

Descriptors—American Indian Languages, Contrast, *Descriptive Linguistics, Dialects, Grammar, *Intonation, Language Classification, *Language Research, Morphophonemics, Phonemic Alphabets, Phonemics, *Research Methodology, Structural Analysis, Syllables, Syntax, *Tone Languages, Written Language

Identifiers—Mazateco, Mixteco
The chief purposes of this book are the illustration of an analytical approach to tone languages, a methodology based upon recent linguistic advance, and the presentation of firsthand data on Mixteco and Mazateco, languages which represent two very different structural arrangements of linguistic tone. Part I describes some of the types of languages that exist, along with difficulties involved in their analysis. The second part presents the steps involved in determining the number and kinds of tonemes in a language and discusses how the procedures in modern phonemic theory must be modified for efficient tonal analysis. Part 3 concerns the presentation of a methodology for the discovery of tonal interplay, especially in languages with level tonemes, and the outlining of Mixteco and Mazateco. A bibliography is included. (Author/VM)

ED 071 479 FL 003 556

Nida, Eugene A.

Morphology: The Descriptive Analysis of Words.

Pub Date 49

Note—342p.; Second edition

Available from—University of Michigan Press, Ann Arbor, Michigan 48106 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Descriptive Linguistics, Language, Language Research, *Linguistic Theory, Morphemes, *Morphology (Languages), Phonemics, *Research Methodology, *Semantics, Synchronic Linguistics, Textbooks

This textbook establishes principles and methodology for researching and analyzing the morphological systems of languages. The sequence of approach used in the text begins with procedures for the identification of morphemes and deals with types, distribution, structural classes, and meanings of morphemes. The final chapters present field procedures, analytical procedures, and a descriptive statement of morphology. Problems provided to illustrate the principles established are taken from actual languages. (VM)

ED 071 480 FL 003 557

Pike, Kenneth L.

Phonemics: A Technique for Reducing Languages to Writing.

Pub Date 71

Note—254p.

Available from—University of Michigan Press, Ann Arbor, Mich. 48106 (\$3.75)

Document Not Available from EDRS.

Descriptors—*Descriptive Linguistics, *Language Research, *Linguistic Theory, Phonemes, *Phonemic Alphabets, *Phonemics, Research Methodology, Structural Analysis, Structural Linguistics, Textbooks, Writing, Written Language

The purpose of this textbook is to establish a satisfactory technique for discovering the pertinent units of sound in any language and organizing them into an alphabet system. The first part of the book deals with the analysis and production of phonetic units. The second and major part of the book is devoted to the analysis and description of phonemic units. The author states the assumptions upon which he proceeds and then leads the reader through the intricate problems involved in arriving at the phonemes of a language. This second part also establishes analytical, descriptive, and orthographical procedures for determining and reporting the phonemic units of languages. Problems in each chapter provide practice in using the suggested techniques. (VM)

ED 071 481 FL 003 564

Kurath, Hans

A Word Geography of the Eastern United States.

Pub Date 67

Note—251p.

Available from—University of Michigan Press, Ann Arbor, Mich. 48106 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Atlases, Charts, *Dialect Studies, Geographic Regions, Geography, *Language Usage, *Linguistics, Maps, Reference Books, *Regional Dialects, Vocabulary, Word Frequency

Identifiers—*United States

This study, based on the "Linguistic Atlas," is concerned with the regional and local vocabulary of the Eastern United States. This geographically restricted vocabulary is in daily use among millions of Americans in all walks of life and characterizes them as New Englanders, Pennsylvanians, West Virginians, Virginians, North Carolinians, or South Carolinians. Three main chapters focus on (1) a perspective of the English spoken in the Eastern United States, including (a) settlement areas and speech areas, (b) national stocks and social classes, (c) cultivated speech, common speech, and folk speech, (d) ranges of the vocabulary, and (e) European sources and American innovations; (2) the speech areas of the Eastern United States, including the Northern area, the Midland area, and the Southern area; and (3) regional and local words in topical arrangement. One hundred and sixty-three isogloss maps are provided with a glossary. (RL)

ED 071 482 FL 003 565

Pike, Kenneth L.

Phonetics: A Critical Analysis of Phonetic Theory and a Technique for the Practical Description of Sounds.

Pub Date 72

Note—182p.

Available from—University of Michigan Press, Ann Arbor, Mich. 48106 (\$3.00)

Document Not Available from EDRS.

Descriptors—*Acoustic Phonetics, Alphabets, American Indian Languages, *Articulation (Speech), *Auditory Perception, Consonants, *Descriptive Linguistics, Distinctive Features, Language Research, Linguistic Theory, Phonetics, *Research Methodology, Speech, Syllables, Vowels, Written Language

Identifiers—Mixteco

This book seeks to point out the difficulties which remain in phonetic theory because of a legacy from prephonemic days when phonetics and phonemics were one. Sounds were shown to have been chosen for description because of their use in speech rather than because of their articulatory or acoustic nature; many sounds were ignored because they were not produced in a certain way. After illustrating this problem with a discussion of marginal sounds, nonspeech sounds, units of sound, structural function, and classification criteria, the book presents a system for phonetic classification which should allow, with slight modification or minor additional categories, for the analysis of all sounds—not only a group determined by non-articulatory means. The productive as well as the controlling mechanisms of speech are also considered. (Author/VM)

ED 071 483 FL 003 586
Teaching Methods and Materials Centre, University of Papua and New Guinea: Annual Report, 1971.

Papua and New Guinea Univ., Port Moresby. Teaching Methods and Materials Centre.

Pub Date Mar 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Audiovisual Aids, Clearinghouses, *Curriculum Development, Educational Needs, Educational Problems, Educational Research, English (Second Language), Evaluation, *Information Centers, Information Services, Instructional Materials, *Instructional Materials Centers, Instructional Media, Science Education, Social Sciences, *Teacher Education, *Teaching Methods

This annual report describes the work of the Teaching Methods and Materials Centre of the University of Papua and New Guinea. The five main objectives of the Centre are information services, consultant services, coordination of resources, teacher education and in-service training, and research. Details are provided on the development, progress, and planned activities in several subject areas: English, science, and social science. The Centre's work in information services is also described, as is the work in specific media projects. A section on research projects relevant to curriculum and materials conducted outside the Centre is included. Publications and reports of the Centre are listed. (VM)

ED 071 484 FL 003 587
Status Report on Speech Research, No. 29/30, January-June 1972.

Haskins Labs., New Haven, Conn.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Dental Research (NIH), Bethesda, Md.; Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—SR-29-30-1972

Pub Date Jul 72

Note—158p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Acoustic Phonetics, Articulation (Speech), Auditory Discrimination, Auditory Perception, Blind, Child Language, *Electronic Equipment, *Experiments, Language, *Language Research, Language Skills, Listening, Phonetics, Phonology, Physiology, Reading Research, *Research Methodology, Spectrograms, *Speech

This report is one of a regular series on the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical applications. Manuscripts and extended reports cover the following topics: iconic storage, voice-timing perception, oral anesthesia, laryngeal function, electromyography of speech production, encodedness and right ear effect, interference, dichotic listening, speech and reading, reading machines for the blind, speech synthesis by rule, auditory evoked potentials, infant production and perception of speech sounds, voice onset time, perception of speech and nonspeech, lag effect, and phonetic coding in Japanese. A list of publications and reports is included. (Author/MD)

ED 071 485 FL 003 588

Grimes, Joseph E.

The Thread of Discourse.

Cornell Univ., Ithaca, N.Y. Dept. of Modern Languages and Linguistics.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—NSF-GS-3180; NSF-TR-1

Pub Date 72

Note—374p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Communication (Thought Transfer), Connected Discourse, Deep Structure, *Discourse Analysis, Generative Grammar, *Information Processing, Language Patterns, *Language Research, Linguistics, *Linguistic Theory, Literary Criticism, Paragraphs, Rhetoric, Semantics, Speech, Surface Structure, Transformations (Language), Verbal Communication

This report contains an extensive discussion of an approach to the study of discourse. Initial remarks concern arguments for studying discourse and approaches for discourse study that have been used; the author then discusses the relation-

ship of discourse analysis and generative semantics. Language is considered on two issues: the decisions that a speaker can make regarding what and what not to say, and the mechanisms and patterns that are available to him for implementing the results of those decisions in a way that communicates with another person. The remainder of the report discusses relevant issues in this approach to the study of discourse. (VM)

ED 071 486

FL 003 600

Walsh, Sister Marie Andre

Preparing Teachers for Bilingual Schools.

Pub Date 12 Jan 72

Note—9p.; Paper presented at the North American French Bilingual Conference, Lafayette, La., January 12, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Bilingual Schools, Bilingual Students, English (Second Language), Instructional Program Divisions, Language Instruction, Language Skills, *Program Planning, *Teacher Education, Teacher Interns, Teacher Qualifications, Teacher Role, *Teacher Shortage, Teaching Methods

Problems in the design and implementation of bilingual education programs are explored in this paper. Fundamental problems critical to the success of a national program in bilingual education are noted to be the dearth of qualified teachers and the lack of teacher education programs which have as their major objective the preparation of teachers for bilingual schools. Procedures and suggestions for the development of teacher training programs in bilingual education are suggested. (RL)

ED 071 487

FL 003 601

Theuma, Jean R.

Teacher's Handbook on Lab Utilization.

Hawaii Univ., Honolulu. Foreign Language Labs.

Pub Date Aug 72

Note—29p.; First Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audio Active Compare Laboratories, Educational Facilities, Educational Technology, Instructional Media, *Laboratory Manuals, *Laboratory Procedures, *Language Laboratories, Language Laboratory Equipment, Language Laboratory Use, *Magnetic Tape Cassette Recorders, Resource Centers, Tape Recordings

The purpose of this brochure is to introduce teachers to the University of Hawaii's language laboratory facilities and services. Key features built into the laboratory are student cartridge decks and the dual-teacher console. The procedures and functions of the language laboratory are described in three major sections: (1) student facilities, (2) teacher facilities, and (3) standing operating procedures. Appendixes include the tape code system, lab enrollment statistics, lab programs statistics, and language preference statistics. For the companion document, see FL 003 603. (RL)

ED 071 488

FL 003 603

Theuma, Jean R.

Guidelines to Console Utilization.

Hawaii Univ., Honolulu. Foreign Language Labs.

Pub Date Aug 72

Note—25p.; First Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audio Active Compare Laboratories, Educational Facilities, Educational Technology, Instructional Media, *Laboratory Manuals, *Language Laboratories, *Language Laboratory Equipment, *Language Laboratory Use, Magnetic Tape Cassette Recorders, Resource Centers, Tape Recordings

This brochure contains guidelines concerning the use of the master control panel of the language laboratory at the University of Hawaii. Three sections of guidelines are provided: (1) master control panel including teacher headset functions and student booth functions, (2) "things to know"—including the switch functions, instant communication features, and session types, and (3) check lists for class laboratory sessions. The final section refers to several types of programs: (1) console program only, (2) prerecorded cartridges only, (3) console program and blank cartridges, (4) live program and blank cartridges, and (5) automatic test tape and blank cartridges. For the companion document, see FL 003 601. (RL)

ED 071 489

FL 003 604

Herold, William R.

Survey of Employment Opportunities Open to Graduates in Foreign Language Education, English as a Second Language, and Applied Linguistics.

Texas Univ., Austin. Foreign Language Education Center.

Pub Date [72]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Doctoral Degrees, *Employment Opportunities, *English (Second Language), Followup Studies, *Graduate Surveys, Job Market, Labor Market, *Linguistics, Manpower Needs, Occupational Surveys, School Surveys, *Second Languages, Teachers, Universities

A survey of employed recipients of the doctorate from the Foreign Language Education Center at the University of Texas was conducted to determine the nature of positions the graduates are holding and to identify those positions for which their background and training would qualify them. The scope of the survey extends to career opportunities for graduates with training in foreign language education, English-as-a-second-language, and applied linguistics. Results are summarized in five categories, including: (1) teaching on the college and university level, (2) supervision, (3) research and development, (4) publishing, and (5) other positions. (RL)

ED 071 490

FL 003 607

Briscoe, Laurel A.

Cognitive Theory in Teaching Foreign Languages.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Audiovisual Methods, Cognitive Development, *Cognitive Objectives, *Educational Accountability, Educational Objectives, Educational Strategies, Instructional Improvement, *Language Instruction, *Learning Theories, Modern Languages, Performance Contracts, *Teaching Methods, Thought Processes

Educational accountability, as linked to changing socioeconomic attitudes and conditions, is noted to have contributed to the decline of the audiolingual method of language instruction. Following a discussion of the pedagogical implications and inadequacies of audiolingual theory, the author analyzes the nature of this teaching methodology, first proposed by John Carroll as the cognitive code-learning theory. The educational theory developed by David P. Ausubel in this domain is suggested to provide the natural psychological foundations for the cognitive code-learning focus for foreign languages. The article analyzes, in general terms, Ausubel's theories and their applicability to language instruction. (RL)

ED 071 491

FL 003 608

Goldstein, E. M.

Le Curriculum: changements et innovations dans l'enseignement des littératures classique et moderne (The Curriculum: Changes and Innovations in the Teaching of Classic and Modern Literature).

Pub Date 29 May 72

Note—15p.; In French; Paper presented at a Meeting of the A.C.C.E., C.C.R.E., and A.C.P.E., Learned Societies of Canada, McGill University, Montreal, May 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classical Languages, *Classical Literature, Data Bases, Educational Experiments, *Electronic Data Processing, Language Instruction, *Latin, *Secondary Schools, Vocabulary Development, *Word Frequency

Educational experiments in the teaching of Latin literature being conducted in Belgium by Professor Delatte are examined in this study. The base vocabulary of Caesar's "Gallic Wars" was determined with the use of an IBM 620 computer, and the pedagogical implications leading to a simplified approach to the study of the text are discussed. The study is noted to have led to the establishment of an obligatory three-month course in Latin for Belgian students; continuation in Latin studies then becomes optional. Plans are continuing for the analysis of other Latin texts which are to be incorporated into the new Belgian curriculum of Latin studies. (RL)

ED 071 492 FL 003 609

Girard, Jacques D.

Une Experience d'enseignement programme de la grammaire française (An Experiment in Programmed Instruction of French Grammar).

Pub Date 29 May 72

Note—4p.; In French; Paper presented to the Association canadienne des chercheurs en éducation (A.C.C.E.), at a meeting of the Learned Societies of Canada, McGill University, Montreal, May 29, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Experiments, *French, Language Instruction, Language Research, Patterned Responses, *Programed Instruction, Syntax, Teaching Methods, Verbal Stimuli, *Verbs

An experiment is reported involving the teaching of the agreement of the past participle without an auxiliary verb, with "avoir" and with "être," patterned after the studies of S. Roller in 1952-53 in this area. The initial experimentation is updated and involves the use of a Skinnerian model of programed instruction. The objectives, operational hypotheses, methods, description of the experiment, and results of the orthogonal comparisons are presented. Graphs of scores in percentages for the three tests administered in the experiment are included. (RL)

ED 071 493 FL 003 613

Hu, Jerome P.

The Inherent Capability of Nouns to Function as Locatives: A New Criterion for Identifying Chinese Nouns.

Pub Date May 72

Note—9p.; Paper presented at the Annual Conference of the Linguistic Society of Australia, University of Sydney, May 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adverbs, *Chinese, *Descriptive Linguistics, *Form Classes (Languages), Language Research, *Language Universals, Linguistic Theory, *Nominals, Suffixes, Syntax

Two linguistic propositions provide the subject matter for this discussion. The first is that all nouns can serve as locatives. This is exemplified in the locative structure of Chinese nouns, mostly with the overt markers of locative suffixes, just as English nouns are used as such in the form of prepositional phrases, or as Japanese nouns are used as such in the form of postpositional phrases. Secondly, the author proposes that Chinese locative suffixes, by way of their colligation with nouns, similar to a Russian noun with case inflections, should be accepted as another criterion for identifying Chinese nouns. The author also believes that the capability of nouns to function as locatives is a linguistic universal, as well as a linguistic particular for Chinese. (Author/VM)

ED 071 494 FL 003 631

Suarez, Maria

Cuentos de ayer y de hoy (Stories of Yesterday and Today), Spanish-S: 7509.02.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—21p.; An authorized Course of Study for the Quinquennial Program; In Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Educational Objectives, Educational Strategies, Instructional Materials, Language Instruction, *Learning Activities, *Oral Expression, Paragraphs, Second Language Learning, Short Stories, *Spanish, Writing Skills, *Written Language

Identifiers—*Quinquennial Program

This course is designed to help students improve their oral and written expression as well as their ability to summarize. Stories by Spanish and Spanish American writers are used. Students also have the opportunity to reinforce skills in recognizing the importance of writing as an efficient means of communication, and experience is provided in paragraph building. Educational objectives, learning activities, and resources are included in the course description. (Author/VM)

ED 071 495 FL 003 635

Miyar, Olga C.

Fiesta, Spanish-S: 7509.73.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—29p.; An authorized Course of Instruction for the Quinquennial Program; In Spanish

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Bibliographies, Comparative Analysis, *Course Descriptions, *Cultural Education, Educational Objectives, *Latin American Culture, *Learning Activities, Literature, Music, Second Language Learning, Spanish, *Spanish Culture, Spanish Speaking, Teaching Methods

Identifiers—*Quinquennial Program

This course is intended to teach the student about Spanish and Latin American culture in order to broaden his capacity for understanding and appreciating those cultures. The subject matter in this course is the folklore, customs, types of food, and music of a culture as seen through holidays, festivals, styles, and special occasions. Learning activities are listed, and the course makes use of audiovisual materials as well as of relevant literary selections from famous authors. A bibliography listing written materials as well as films, film strips, tapes, and records is included. (VM)

ED 071 496 FL 003 636

Padron, Nora

What People Do - What People Did, English as a Second Language: 5110.04.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—20p.; An authorized Course of Instruction for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, *Cultural Education, Educational Objectives, Educational Strategies, *English (Second Language), Grammar, History, Language Instruction, Language Patterns, *Learning Activities, Mathematics, Science Education, Second Language Learning, *Sociocultural Patterns

Identifiers—*Quinquennial Program

This course is designed to enable students to function in other classes in the curriculum, especially history, science, and math. Emphasis is on mastery of the use of the simple past tense in questions, answers, and negative and affirmative statements—in contrast to the present indefinite used in generalizations. Stress is placed on the sociocultural foundations of the United States and resulting North American cultural patterns that contrast directly with Spanish American cultural patterns. Use of the library as a source of information is emphasized. The course description lists objectives, learning activities, grammatical patterns, and activities. (Author/VM)

ED 071 497 FL 003 637

Great Writers of Spain I (Nineteenth Century): 7506.26.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—25p.; An authorized Course of Study for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Educational Objectives, Instructional Materials, Language Instruction, *Learning Activities, Literary Styles, *Literature Appreciation, Naturalism, Nineteenth Century Literature, Realism, *Romanticism, Second Language Learning, Spanish, *Spanish Literature, Student Evaluation, Textbooks

Identifiers—*Quinquennial Program

The main goal of this course of study is for the student to understand, recognize, and interpret the many changes which occurred in the poetry and prose of Spain at the advent of Romanticism. The student also studies the movements that followed Romanticism: Realism, Regionalism, and Naturalism. Performance objectives, suggested materials, learning activities, and procedures for student evaluation are presented. (Author/VM)

ED 071 498 FL 003 638

Hirigoyen, Maria

Face to Face, Spanish-S: 7509.34.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—20p.; An authorized course of study for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Debate, *Discussion Experience, Educational Objectives, Language Instruction, Learning Activities, *Listening Skills, *Oral Communication, Oral Expression, Reading Skills, Second Language Learning, *Spanish, Speaking Activities, Spelling, Standard Spoken Usage, Student Evaluation, Vocabulary Development, Writing Skills

Identifiers—*Quinquennial Program

The primary objective of this course is to initiate students in the most important techniques of oral expression, such as conferences, discussion groups (debate, forum, symposium), and improvisational acting with the purpose of achieving the degree of oral expression that will help them find the means to express themselves orally with clarity, ease, self-assuredness, and correct use of the language. The secondary objective is to train them in the art of listening with the purpose of having them learn to discern, respect, and analyze as well as evaluate the opinions of others. Learning activities used are introduction to debate and discussion, the narration of personal experiences, literary appreciation, enrichment of vocabulary, spelling, composition writing, and various practices in reading and listening. More specific objectives and activities are listed in Spanish with suggestions for materials to be used. (Author/VM)

ED 071 499 FL 003 639

Plasencia, Piedad

Language and Culture, English as a Second Language: 5110.14.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—16p.; An authorized Course of Study for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, Cultural Activities, *Cultural Education, Educational Objectives, Educational Resources, Educational Strategies, *English (Second Language), Grammar, Instructional Materials, *Language Instruction, *Learning Activities, Second Language Learning, Teaching Methods

Identifiers—*Quinquennial Program

This course concerns several grammatical points as well as the cultural topic of holidays. The language aspect emphasizes the use of dependent clauses, some irregular verbs, comparison of adjectives and adverbs, and intonational variations. Certain literary skills, such as using the card catalog and appropriate reference books, are also practiced. The cultural issues in the course require that students be able to identify and describe, both orally and in writing, important holidays. Teaching strategies to accomplish stated objectives are suggested, and resources for both teachers and students are listed. (VM)

ED 071 500 FL 003 642

Suarez, Maria S.

Cuentos y fabulas (Stories and Fables), Spanish-S: 7509.13.

Dade County Public Schools, Miami, Fla.

Pub Date Jan 72

Note—29p.; An authorized Course of Study for the Quinquennial Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Course Descriptions, Educational Objectives, *Learning Activities, Literary Genres, Literary Styles, Nineteenth Century Literature, Prose, *Second Language Learning, Short Stories, *Spanish, *Spanish Literature, Student Evaluation, Teaching Methods, Twentieth Century Literature

Identifiers—*Quinquennial Program

This course offers students the opportunity to read and listen to 19th and 20th century Spanish short stories as well as moral, literary, and satirical fables of different epochs. (Several of the fables are included.) The student is thus exposed to new vocabulary and to the literary form of the short story. The authors represented here belong to different literary movements and have been chosen as examples of particular styles. The course description lists learning activities and the means for evaluation; the uses of audiovisual materials are also suggested. (VM)

ED 071 501 FL 003 645

Fundamental Laws of the State: The Spanish Constitution.

Ministerio de Informacion y Turismo, Madrid (Spain).

Pub Date 72

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Civics, Constitutional History, *Cultural Background, *Federal Laws, Government (Administrative Body), *Governmental Structure, Government Role, International Education, *Laws, Legal Responsibility

Identifiers—*Spain

This political document is introduced by the head of the Spanish State, His Excellency Don Francisco Franco Bahamonde in a speech given on 22 November 1966 to the session of the Spanish Cortes. The speech outlines in general terms the political and philosophical ideals of His Excellency. The Constitution is presented in several sections including: (1) fundamental laws of the State, (2) some aspects of the Spanish Constitution, and (3) an alphabetical outline of subject-matter. Appendixes contain two laws which are considered to complete the disposition of the fundamental laws. They are the Organic Law of the Movement and its National Council of 26 June 1967, and the Law Regulating the Appeal of Contrfuero of 5 April 1968. An index is included. (RL)

ED 071 502 FL 003 647

Neustupny, Jiri V.

Toward a Model of Linguistic Distance.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—18p.; "Linguistic Communications 5 (Working Papers of the Linguistic Society of Australia)" p115-132, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Community, Community Characteristics, Contrastive Linguistics, *Distance, *Geographic Distribution, Interference (Language Learning), Language, Language Development, *Language Research, Language Typology, Linguistic Competence, Linguistic Theory, Mutual Intelligibility, *Sociolinguistics, Speech, Synchronic Linguistics

The author considers the issues of linguistic diversity (distribution of variation within communities) and linguistic distance (degree of variation between varieties within a system or between variety systems). He seeks to emphasize the usefulness for further development of distance studies of the concept of language area (Sprachbund), the necessity of its extension to include non-language components of communicative systems, and the necessity to consider various types of constraints on distance. The author also proposes the concepts of linguistic union and communicative style. (Author/VM)

ED 071 503 FL 003 648

Breen, J. G.

Aboriginal Languages of Western Queensland (Preliminary Version).

Monash Univ., Clayton, Victoria (Australia).

Pub Date 71

Note—89p.; In "Linguistic Communications 5 (Working Papers of the Linguistic Society of Australia)" p1-88, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Australian Aboriginal Languages, Comparative Analysis, *Contrastive Linguistics, Dialect Studies, Geographic Distribution, *Language Classification, Language Research, Language Typology, Maps, *Research Methodology, Statistical Analysis, Tables (Data), *Vocabulary, Word Lists

This document presents a classification of Western Queensland aboriginal languages based on a lexicostatistic methodology. Over 50 languages are considered and compared according to a cognate test list of 250 words. The resultant subgroups and groups are described and classified. An appendix includes the word list used for comparison and the terms found in each language. A second appendix presents a classification of the Janda languages. (VM)

ED 071 504 FL 003 649

Stevens, Peter

The Rival Virtues of Innocence and Sophistication: A Rationale for Teaching Pronunciation.

Pub Date 29 Feb 72

Note—13p.; Paper presented at the Annual TESOL Convention (Sixth, Washington, D.C., February 29, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, Auditory Discrimination, English (Second Language), Language Instruction, Learning Theories, Linguistic Performance, Motor Development, Phonetics, *Pronunciation Instruction, Psychomotor Skills, *Second Language Learning, Speech, *Teaching Methods, *Teaching Techniques

Teaching pronunciation is more like gymnastics than linguistics because it involves converting a

series of mental processes into motor activity. Many variables contribute to the facility with which a student will learn pronunciation, but age causes the greatest variation in standards of pronunciation learning between individuals. Though increased age may hold disadvantages for learning in some respects, older learners can benefit more than younger learners from formal, specialized, intellectualized teaching methods. The most effective teaching approach to pronunciation considers the individual learner and his learning ability in relation to his age and degree of sophistication as a language learner. (VM)

ED 071 505 FL 003 655

Harrison, G. Scott

Some Cultural and Linguistic Background Information for a Beginning Teacher on the Navajo Reservation.

Pub Date 19 Aug 71

Note—35p.; Master of Arts Independent Study Project, School for International Training of the Experiment in International Living

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indian Culture, *American Indians, Bibliographies, Comparative Analysis, Cultural Background, *Cultural Differences, *Cultural Factors, Grade 6, Instructional Materials, Language Instruction, Language Role, *Navaho, Peer Relationship, Reading Materials, Self Concept, *Teacher Education, Teacher Role, Teaching Methods

This paper contains ideas intended to help the teacher preparing to teach Navaho children and offers suggestions for an independent reading and study program to enable the teacher to understand the culture in which he will be working. A brief history of the Navaho people is presented, followed by a discussion of some cultural differences between the Navaho and white student. A chapter entitled "Why Study Navaho?" briefly points out several significant linguistic characteristics of Navaho seen from the viewpoint of the English speaker. Materials for studying the Navaho language are suggested. A final chapter reports the author's experiences in a sixth-grade Navaho classroom and the activities that he found most successful. Appendixes list relevant materials. (VM)

ED 071 506 FL 003 660

Decker, Donald M.

The Use and Teaching of English in Mexico.

Pub Date [72]

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Education, Course Descriptions, *English (Second Language), *Foreign Countries, Instructional Materials, Language and Area Centers, *Language Instruction, *Language Role, Private Schools, *Program Descriptions, Public Schools, Second Language Learning, Textbooks, Universities

Identifiers—*Mexico

In Mexico, the teaching of English surpasses the teaching of all other foreign languages together and extends widely throughout Mexican educational institutions from nursery schools to universities. This report provides specific details on the use of English in Mexico and describes English language instruction at all educational levels, in public and private schools, universities, binational centers, and in private institutes by private teachers. Descriptions of the various levels include course and program details, and remarks concerning teachers, students, and textbooks. (VM)

ED 071 507 FL 003 681

Dremuk, Richard, Ed.

Report of the Training Workshop on the Evaluation of Asian Educational Credentials (Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea).

Hawaii Univ., Honolulu. East-West Center.; National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency—Asia Foundation, New York, N.Y.; Bureau of Educational and Cultural Affairs (Dept. of State), Washington, D.C.

Pub Date Aug 68

Note—151p.; Workshop held in Honolulu, Hawaii, November 26 - December 9, 1967

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Records, Academic Standards, Admission (School), *Admission Criteria, *College Admission, College Bound Students, College Freshmen, *College Place-

ment, *Educational Counseling, Educational Diagnosis, *Foreign Students, Nonresident Students, Student Placement

Identifiers—Cambodia, Indonesia, Korea, Laos, Thailand, Vietnam

This report was planned to facilitate the task of college admissions officers of American educational institutions in the evaluation of foreign credentials. The educational systems of Cambodia, Laos, Vietnam, Indonesia, Korea, and Thailand are examined in depth and include discussions of each country's educational history and educational structure. The highlights of workshop discussions are included. Placement recommendations concerning the foreign student serve as a guide for counselors processing applications for admission to American institutions. Information concerning the workshop program, staff and participants, and country groups, and a bibliography of preparatory material are provided. (RL)

ED 071 508 FL 003 689

Cote, Norman And Others

Interaction Language - Culture.

Minneapolis Public Schools, Minn.

Pub Date Oct 72

Note—6p.

Journal Cit—Minneapolis Public Schools Foreign Language Newsletter; v11 n2 p2-7 Oct 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cross Cultural Training, *Cultural Education, Cultural Enrichment, *Foreign Culture, French, German, *Language Instruction, Lesson Plans, *Modern Languages, *Secondary Schools, Second Language Learning, Spanish, Teaching Methods

Outlines of suggested classroom activities for use in cross-cultural instruction are presented. The outlines for French, German, and Spanish classes require students to interact as participants in the target culture. Topics focus on greetings in the second language. The goals, activities, procedures, dialogue presentation, and cultural contrasts are included in the outlines. (RL)

ED 071 509 FL 003 692

Lotz, John

The International Program to Describe the Languages of the World.

Pub Date 29 Aug 72

Note—54p.; Materials presented at the International Congress of Linguists (11th, Bologna, Italy, August 29, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clearinghouses, Contrastive Linguistics, Creoles, *Descriptive Linguistics, Documentation, Grammar, *Guidelines, *International Programs, Language Classification, Language Planning, *Language Research, *Languages, Language Typology, Linguistic Theory, Morphology (Languages), Phonology, Pidgins, Pilot Projects, Sociolinguistics, Synchronic Linguistics

The materials included in this document concern the theory, objectives, and administrative issues behind the project to describe the languages of the world. The basic objective of the project is to collect a series of language descriptions which achieve an acceptable level of descriptive adequacy without interfering with the freedom of the linguist to use any theoretical approach he wishes. The operation of the central program office is described along with the mechanics and guidelines for international coordination. The final report describes pilot projects to be implemented in selected geographical areas and language families. Such limited projects will provide the opportunity to test methods and tactics for handling the various linguistic, administrative, political, and practical problems involved in such programs. (VM)

ED 071 510 FL 003 731

Grauberg, W.

The Role and Structure of University Language Centres in Europe.

Council of Europe, Strasbourg (France).

Report No—CCC-ESR-71-72

Pub Date 14 Oct 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Applied Linguistics, Curriculum Study Centers, Institutional Research, *Language and Area Centers, *Language Instruction, *Language Research, Language Teachers, *Research and Development Centers, Resource Centers, Teacher Education, *Universities

Identifiers—*Europe

This report examines both the divergent and common features of university language centers in Europe, focusing primarily on their aims, structures, and methods of operation. Major sections examine the development and types of university language centers. The types include (1) comprehensive centers, (2) centers mainly devoted to the teaching of non-linguists, (3) multi-purpose centers, (4) centers oriented toward research and the teaching of applied linguistics, and (5) centers oriented toward the training of teachers. Appendixes examine the status of language centers and include an address and mailing list of existing language centers. (RL)

ED 071 511 FL 003 735

Kabler, Irene B.
Mills E. Godwin Middle School, Prince William County, Virginia. Individualized French Program.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Equipment, *French, *Individualized Instruction, *Junior High Schools, *Language Instruction, Language Laboratories, Middle Schools, Modern Languages, Schedule Modules, Scheduling, Student Evaluation, *Teaching Guides

An individualized French course for seventh- and eighth-grade students in which student achievement is evaluated in terms of mastery of learning "paquets" is outlined in this teacher's guide. The two-year course is described in sections treating (1) learning packages, (2) developing a sense of responsibility, (3) grading, (4) the year-round calendar, (5) scheduling and class size, (6) other activities, (7) facilities and equipment, (8) use of space in the language laboratory, and (9) a letter to parents. (RL)

ED 071 512 FL 003 747

Lima, Marilynne

A Comparative Study of Foreign Language Programs in Two Adjacent School Districts in the State of Utah and Their Effects on the Drop-out Rate.

Pub Date Apr 73

Note—62p.; Masters' Thesis, Brigham Young University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, Articulation (Program), Dropout Rate, *Dropout Research, *Enrollment Trends, Grade Point Average, Instructional Materials, Instructional Program Divisions, Language Enrollment, *Language Instruction, Language Programs, *School Surveys, *Sequential Programs, Spanish, Staff Utilization, Student Attitudes, Student Motivation, Textbooks

This study attempts to determine the effect of sequential language programs on motivating students to remain enrolled in their programs. Two language programs in the State of Utah are compared in these areas: (1) philosophy of articulation, (2) sequence of courses, (3) textbooks used, (4) registration procedures, (5) statement of FLES program, (6) qualifications of the District 1 Coordinator and the District 2 Supervisor, (7) role of districts' Directors of Secondary Education, (8) travel-study policy, and (9) summary of supervision modes in District 1 and District 2. The results of student data from districts and schools include (1) Spanish grade-point average (GPA) and grade-level dropout comparisons, (2) comparisons of districts and schools, (3) comparisons of reasons for dropping out of Spanish, for beginning Spanish, or for continuing Spanish, and (4) results. It was determined that the most frequent reason for dropping out of either program was dislike of teaching methods. Conclusions and recommendations are discussed. Questionnaires used in gathering data are appended, and a bibliography is included. (RL)

ED 071 513 FL 003 762

da Costa, B. Gomes

Language and Area Studies: A Contribution to the Debate.

Pub Date [72]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, College Language Programs, *College Majors, *Degree Requirements, Language and Area Centers, *Language Instruction, *Language Programs, Modern Language Curriculum, Modern Languages, Universities

Identifiers—England

This article examines the range of language and area studies courses now offered in British universities and polytechnic institutes. Four types of language programs are reviewed: (1) the conventional "culture" model, (2) basic skills courses, (3) joint honors programs, and (4) an area studies model. Advantages of the area studies approach are detailed. (RL)

ED 071 514 FL 003 764

Stabb, Martin S. And Others

Conference Report on "Aqui Se Habla Español:" A Conference on the Role of Educational Institutions in Solving Problems Related to the Identity, Status and Future of Spanish-Speaking Peoples of the United States.

Pennsylvania State Univ., University Park. Latin American Studies Committee.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Apr 72

Note—48p.; Conference held April 16-17, 1972 at Pennsylvania State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anglo Americans, *Bilingual Education, *Conference Reports, *Cultural Differences, Cultural Disadvantage, Culture Conflict, Educational Change, Educational Discrimination, Educational Equality, *Educational Problems, Educational Programs, English, Latin American Culture, Mexican Americans, Puerto Rican Culture, Puerto Ricans, Spanish, *Spanish Speaking

This conference sought to bring to the attention of a broad audience of educators the problems facing Spanish-speakers in this country. The speakers, including Congressman Herman Badillo of New York, all agreed that not enough was being done to assist the person of Spanish background in adapting to a new and foreign culture, and presented specific examples of problems which arise in this clash between two cultures. The conference concluded that much more had to be done to aid the Spanish-speaking person, especially in the field of bilingual education. The appendixes, which amount to almost half the report, provide a roster of participants, a list of Puerto Rican Studies Programs in the Delaware Valley, a statewide design for bilingual education, and a selected bibliography. (SK)

ED 071 515 FL 003 768

Atlanta Public Schools French Guide.

Atlanta Public Schools, Ga.

Pub Date 71

Note—174p.; Revised edition

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Articulation (Program), *Cultural Education, Educational Objectives, Educational Resources, *French, Instructional Program Divisions, *Language Instruction, Language Skills, Language Tests, *Modern Languages, Program Development, Resource Materials, Secondary Schools, *Teaching Guides, Teaching Methods

This teacher's guide specifies language skills and related areas of knowledge needed for communicating in the target language. Discussion of the philosophy governing the Atlanta language program includes an examination of student eligibility, program articulation, teaching methods, testing, teaching materials, resources, and equipment for use in the classroom. An outline for integrating Afro-French literature and culture in the high school curriculum is included, and course offerings are described. Sections concerning cultural information focus on (1) the arts in France today, (2) teenage life in France today, (3) French politics and professions, (4) the "new" France, (5) the French approach to life, (6) France: a film introduction, (7) French in review, (8) highlights of French literature, (9) history of France, (10) family life in Africa, (11) life in the West Indies, and (12) the African today. A list of resource materials is provided. (RL)

ED 071 516 FL 003 792

Konus, Jozef J., Comp.

Slovak-English Phraseological Dictionary/Slovensko-Anglický Frazeologický Slovník.

Pub Date 69

Note—1,664p.

Available from—Slovak Catholic Sokol, 205 Madison Street, Passaic, N.J. 07055 (\$12.00)

Document Not Available from EDRS.

Descriptors—*Czech, Definitions, *Dictionaries, Lexicography, Lexicology, Nominals, *Phrase

Structure, Reference Books, *Slavic Languages, Verbs, Vocabulary, Word Lists
Identifiers—*Slovak

This dictionary is a comprehensive reference work containing thousands of the most common Slovak phrases and expressions, synthesis, and the most recent political, social, and scientific terminology. Also included are many words and expressions that are considered outdated in modern literary Slovak which were often used in earlier Slovak literary works. A table of abbreviations, a list of numerals, and a comparative study of case endings of all types of nouns are also included. (RL)

ED 071 517 FL 003 800

Meeting Another Culture Through Language: Spanish.

Baltimore County Board of Education, Towson, Md.

Pub Date 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Cultural Studies, Cultural Background, *Cultural Education, Cultural Interrelationships, *Curriculum Guides, Individualized Instruction, Instructional Program Divisions, *Language Instruction, Language Skills, Modern Languages, *Spanish, Student Motivation, Teaching Methods

This curriculum guide outlines materials and ideas for a one-year exploratory course in Spanish. In attempting to reach the broadest possible range of students in the community, emphasis is placed on individualized instruction, human relationships, options, and new processes for achieving greater comprehension and continuing understanding. The guide lists ten experiences, each in the form of a question. Outlines for the experiences suggest appropriate instructional goals, activities, techniques, and materials. The basic purpose of the course is to guide the student into a knowledge of Spanish culture. Activities that demonstrate the daily customs, manners, attitudes, cultural interests, and language of the people are the essential ingredients of the course. The experiences serving as basic lesson themes are: (1) Who are you? How are you? (2) Where are you? (3) What do you do in class? (4) What do you like in school? (5) What do you like to do? (6) How do you celebrate? (7) What is your family like? (8) What do you like to eat? (9) Where do you want to travel? What do you want to see? and (10) Who's who in the Hispanic world? A bibliography is included. (RL)

ED 071 518 FL 003 803

Individualized Foreign Language Islands: Sample Materials.

Mountain View School District, Calif.

Note—38p.; Materials available from Mountain View High School, P.O. Box 604, Mountain View, Calif. 94040

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, French, German, *Individualized Instruction, *Instructional Materials, *Language Instruction, Language Programs, Learning Theories, *Modern Languages, Program Descriptions, *Secondary Schools, Second Language Learning, Spanish

Students at Mountain View High School, California, are participating in an experimental foreign language program which is based on individualized instruction within a modular schedule. This collection of sample materials which students and parents receive reflects the goals and requirements of the program. Materials include: (1) program description for German, French, and Spanish, (2) letter to parents, (3) progress report form, (4) deficiency notice, (5) learning theory diagrams, (6) various student handouts, (7) student self-evaluation form, (8) directions for volunteer help, (9) textbook checklists ("Verstehen und Sprechen," "New Functional German," and "Primera Vista"), (10) short story guides ("In der letzten Minute" and "Noche Oscura en Lima"), and (11) guide to study of alternative materials, including "Language Master" materials, flash card sets, and Berlitz materials. (RL)

ED 071 519 FL 003 813

Browning, Meshach

Career Awareness in Foreign Language Instruction.

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Counseling Goals, *Guidance Objectives, *Junior High Schools, *Language Instruction, *Modern Languages, Program Descriptions, Teaching Procedures, Vocational Development

This paper outlines objectives and procedures followed to develop career awareness through foreign language instruction at a junior high school in Maryland. The purpose of Project Aware was to make the student cognizant of the need for occupational and career exploration as early as possible. The outline contains (1) basic procedures, (2) sample objectives and goals, (3) sample textbook review, (4) sample newspaper review, (5) sample community survey, (6) sample materials for teacher awareness training, (7) sample lesson plan of teaching activities, (8) sample evaluation of activities, materials, and goals, and (9) a sample redefinition of objectives and goals. (RL)

ED 071 520 FL 003 826

Ruplin, Ferdinand A.
The Stony Brook CAI Program: State of the Art, 1972.

Pub Date 24 Nov 72

Note—10p.; Paper presented at the 40th Annual Meeting of the American Association of Teachers of German, Atlanta, Georgia, November 24, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, Colleges, *Computer Assisted Instruction, *German, Instructional Materials, *Language Instruction, Linguistics, *Program Descriptions, *Programed Instruction, Teaching Methods, Teaching Techniques

This commentary on innovations in language instruction developed at the State University of New York at Stony Brook examines how German is taught with the aid of a computer. The article describes selected features of the introductory German course, including (1) computer-assisted instruction, (2) programed language laboratory manual, (3) study guide, (4) recitation sessions, (5) the "Guten Tag" television series, and (6) a mini-course in linguistics. (RL)

ED 071 521 FL 003 834

Colflesh, Madeline
Curriculum Guide for Non-English Speakers, Grades 9-10.

West Chester School District, Pa.

Pub Date 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *English (Second Language), Grade 9, Grade 10, History, *Individualized Instruction, Lesson Plans, Mathematics, Sciences, *Secondary School Students, Spanish, *Spanish Speaking

Identifiers—Pennsylvania, West Chester School District

This curriculum guide for English describes an individualized program for Spanish-speaking students aged 14 through 17, but it can be adapted for speakers of other languages. It outlines a program for all ability levels, except those classified as retarded educable. It formulates 36 lessons for four subjects: English, mathematics, history, and science. A bibliography is included. (SK)

ED 071 522 FL 003 837

Wilson, Virginia Wattenmaker, Beverly
Teaching Foreign Language Without Failure: A Thinking and Personalized Method That Works.

Pub Date [71]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Interest, *Individualized Instruction, Instructional Program Divisions, *Language Instruction, Modern Languages, *Positive Reinforcement, Second Language Learning, Student Attitudes, *Student Motivation, Student Needs, *Teaching Methods Learning theories proposed by William Glasser in his text, "Schools without Failure," were implemented in an individualized language instruction program in a small high school in northern Ohio. The theory suggests that the success factor is far more significant than the failure factor in developing learning motivation. The belief that individuals need to be allowed to learn at individualized rates of speed is also implemented in the experimental program. The paper describes how the former audiolingual program evolved into an individualized program based on curriculum materials distributed by the Center for Cur-

riculum Development. Parental concern, student reaction, and program results are discussed. (RL)

ED 071 523 FL 003 839

Sjaifroeddin, David S.

The Aspect of Culture through the Teaching of Bahasa Indonesia.

Pub Date 24 Nov 72

Note—10p.; Paper presented at the American Conference of Teachers of Uncommon Asian Languages, Atlanta, Georgia, November 24, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, *Cross Cultural Studies, Cultural Context, *Cultural Education, Form Classes (Languages), *Indonesian, Language Instruction, *Pronouns, Syntax, *Uncommonly Taught Languages

The significance of language in the teaching of Indonesian culture is illustrated in a lengthy discussion of pronouns, personal names, and titles. The function of the second person singular pronoun "you" is also examined. Concluding remarks describe the author's personal experience in teaching Indonesian culture and language at the college level. (RL)

ED 071 524 FL 003 840

Herbert, Charles H. And Others

Aprendemos con Gusto!: Actividades en Espanol para Ninos Bilingues (We Learn with Pleasure!: Activities in Spanish for Bilingual Children).

San Bernardino County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Bureau No—14-0448-1

Pub Date 72

Grant—OEG-0-70-3499-280

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, *Bilingual Education, Bilingualism, Elementary Grades, English, Independent Study, Instructional Materials, *Lesson Plans, Manuals, Spanish, *Spanish Speaking, Teaching Guides, *Teaching Techniques

This manual presents a series of lesson plans in the form of task cards which have been designed to implement Spanish language usage in the classroom in many areas of instruction. The lesson plans can be used in the first through the sixth grades to promote self-motivated learning among groups of bilingual children. Subjects treated include art, math, reading, science, writing, and social studies. Most of the plans consist of four parts: purpose, preparation of materials, materials, and instructions. The text is in Spanish and English. (SK)

ED 071 525 FL 003 844

Herbert, Charles H., Jr. Sancho, Anthony R.

Puedo Leer/I Can Read: Initial Reading in Spanish for Bilingual Children.

San Bernardino County Superintendent of Schools, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Bureau No—14-0448-1

Pub Date 72

Grant—OEG-0-70-3499-280

Note—119p.; Revised version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bilingual Education, *English, Language Instruction, Letters (Alphabet), Manuals, Mexican Americans, Minority Groups, Phonics, Reading Achievement, Reading Habits, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills, Second Language Learning, *Spanish

This manual contains some of the history of the project "Initial Reading in Spanish for Bilingual Children," undertaken by the U.S. Office of Education in the spring of 1970. The objective of the project was to gather detailed information and to produce a descriptive analysis of the methodologies employed by teachers in the teaching of initial reading to Spanish-speaking children. The manual is based on research reports from four project sites in Texas, as well as on information gathered from videotapes made in Texas and Mexico. Subjects treated are "The Bilingual Child's Right to Read," "Initial Reading in Spanish for Bilinguals," "Pre-Reading Period," and "The Introduction of Letters." A bibliography, a list of book suggestions, and an index are included. (SK)

ED 071 526

FL 003 848

Kuo, Ta-hsia

Problems of Textbook in Teaching Chinese Poetry.

Pub Date 25 Nov 72

Note—6p.; Paper presented at the Annual Meeting of the Chinese Language Teachers Association, Atlanta, Georgia, November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese, College Language Programs, Cultural Context, Instructional Materials, Language Instruction, Literary Analysis, *Literature, Non Western Civilization, *Poetry, *Teaching Methods, Textbook Selection, *Thematic Approach, Uncommonly Taught Languages

It is proposed that teachers of Chinese expose their students to traditional critical views of Chinese poetics and criticism through careful selection of poems. This approach to language study is based on the assumption that the student may gain insight and appreciation of Chinese poetry as well as a feeling for the culture. Arguments favoring poetry in the original language over translations of the originals are proposed, and techniques in using a thematic approach to poetry study are examined. (RL)

ED 071 527 FL 003 851

Hartley, Peggy J. And Others

Basic Spanish: Student Handbook.

South Carolina Univ., Columbia. Dept. of Languages and Literature.

Pub Date 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, College Language Programs, *College Students, Educational Innovation, *Educational Objectives, Independent Study, *Individualized Instruction, Instructional Materials, Language Instruction, Language Laboratories, *Language Laboratory Use, Performance Criteria, Program Descriptions, *Spanish

This handbook was first planned for use by the teacher and students of two experimental introductory Spanish classes of the University of South Carolina, employing the materials "Espanol a lo vivo" during the 1971-72 and 1972-73 academic years. One group followed a traditional approach to instruction having class four times weekly, while the other group followed a booklet of performance objectives in their approach to individualized instruction. Language laboratory work was coordinated with the performance objectives outlined in the guide. Terminal objectives for 18 units are prescribed in this study and include language laboratory review questions. Instructions to the student include description of exact specifications of tasks required to demonstrate mastery of material and a statement of policies concerning language laboratory use. (RL)

ED 071 528 FL 003 852

Cheng, Chin-Chuan

Computer-Based Chinese Teaching Program at Illinois.

Pub Date 25 Nov 72

Note—10p.; Paper presented at the Annual Meeting of the Chinese Language Teachers Association, Atlanta, Georgia, November 25, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chinese, *College Language Programs, *Computer Assisted Instruction, Computer Oriented Programs, Computer Programs, *Language Instruction, Program Descriptions, Program Design, *Programed Instruction, Uncommonly Taught Languages

Identifiers—PLATO, Programmed Logic for Automated Teaching Operation, University of Illinois

This article describes the computer-based facilities developed by the Computer-Based Education Research Laboratory at the University of Illinois. The computerized system, known as PLATO (Programmed Logic for Automated Teaching Operation), utilizes a CDC 1604 computer. The Chinese course objectives and PLATO programming procedures are described in detail. (RL)

ED 071 529 FL 003 856

Scott, Linda Booth, Alice

French I Supplementary Reader (For A-LM One, 1961, Units 9-14).

Prince George's County Board of Education, Upper Marlboro, Md.

Pub Date 70

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*French, *Instructional Materials, *Reading Development, Reading Skills, Secondary Schools, *Supplementary Reading Materials, Supplementary Textbooks, *Textbooks

Identifiers—A-LM, Audio-lingual Materials
Supplementary readings intended for use with the 1961 edition of the "A-LM" French I course are compiled in this text. They are specifically designed to accompany Units 9-14. It is suggested that the recombination narratives enable students to become more capable of independent reading. (RL)

ED 071 530 FL 003 858

Mackey, William Francis
Graduate Education in Foreign Language Teaching.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
Report No.—ICRB-Pub-B-26
Pub Date 71

Note—24p.; Paper read at the Edinboro Institute of Foreign Language Teaching, Edinboro State College, Pennsylvania, October 9, 1971
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Improvement, Language Instruction, *Language Teachers, Methods Courses, Schools of Education, *Teacher Education, Teacher Education Curriculum, *Teacher Educator Education, Teacher Programs, *Teaching Methods, Video Equipment, *Video Tape Recordings

The nature and function of teacher education for prospective language teachers is seen to comprise four main components: (1) academic, (2) theoretical, (3) technical, and (4) practical. Academic courses assure that the future language teacher masters the target language and is familiar with its culture. Theoretical courses on language didactics provide the trainee with the professional underpinning on which to base the varied activities of his career. The technical courses prepare the future teacher in the use of all instruments with which he can improve his professional productivity and performance. The final section of this work outlines some of the general characteristics of practice teaching and gives an account of several recent improvements. Final observations concerning the use of the videotape recorder emphasize its growing importance in teacher education programs. (Author/RL)

ED 071 531 FL 003 859

Liem, Nguyen Dang
Culture in Southeast Asian Language Classes.

Pub Date 24 Nov 72
Note—14p.; Paper presented to the American Conference of Teachers of Uncommon Asian Languages, Atlanta, Georgia, November 24, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Language Programs, Cross Cultural Studies, *Cultural Education, Language Teachers, *Non Western Civilization, Program Development, Teaching Methods, *Teaching Techniques, *Uncommonly Taught Languages

Identifiers—*Southeast Asia

A view of the status of Southeast Asian language programs in American schools leads the author to comment on five interrelated issues. They include: (1) the importance of Southeast Asian language and culture teaching and learning, (2) integrating culture in Southeast Asian language classes, (3) teaching techniques, (4) staffing, and (5) cooperation between universities. A bibliography is included. (RL)

ED 071 532 FL 003 861

Coughlin, Dorothy
Recombination Narratives to Accompany "A-LM French One," First Edition.

Prince George's County Board of Education, Upper Marlboro, Md.
Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *French, *Instructional Materials, *Overhead Projectors, *Reading Development, Reading Skills, Secondary Schools, Secondary School Students, *Supplementary Textbooks, Textbooks

Identifiers—A-LM, Audio-Lingual Materials

Supplementary recombination narratives intended for use with the 1961 edition of the text "A-LM French One" are designed to help students learn to manipulate basic textual materials. The sample narratives correlate with Units 4-14 of the text. The teacher is urged to make use of

the overhead projector when using the narratives for the purpose of demonstrating troublesome points of grammar or orthographic difficulties to the students. (RL)

ED 071 533 FL 003 905

Status Report on Speech Research, No. 27, July-September 1971.

Haskins Labs., New Haven, Conn.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Dental Research (NIH), Bethesda, Md.; Office of Naval Research, Washington, D.C. Information Systems Research.

Report No.—SR-27-1971

Pub Date Oct 71

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Acoustic Phonetics, Articulation (Speech), Artificial Speech, *Communication (Thought Transfer), Distinctive Features, Error Patterns, Information Processing, Language Development, Language Patterns, *Language Research, *Language Skills, Listening, Memory, Physiology, *Reading, Research Methodology, Spectrograms, *Speech, Stimuli, Written Language

This report contains fourteen papers on a wide range of current topics and experiments in speech research, ranging from the relationship between speech and reading to questions of memory and perception of speech sounds. The following papers are included: "How Is Language Conveyed by Speech?," "Reading, the Linguistic Process, and Linguistic Awareness," "Misreading: A Search for Causes," "Language codes and Memory Codes," "Speech Cues and Sign Stimuli," "On the Evolution of Human Language," "Distinctive Features and Laryngeal Control," "Auditory and Linguistic Processes in the Perception of Intonation Contours," "Glottal Modes in Consonant Distinctions," "Voice Timing in Korean Stops," "Interactions between Linguistic and Nonlinguistic Processing," "Perception of Linguistic and Nonlinguistic Dimensions of Dichotic Stimuli," "Dichotic Backward Masking of Complex Sounds," and "On the Nature of Categorical Perception of Speech Sounds." A list of recent publications, reports, oral papers, and theses is included. (VM)

ED 071 534 FL 003 927

Crosbie, Keith, Comp.

Project FLITE: Foreign Language Idea and Technique Exchange.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 72

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Language Programs, Educational Improvement, Educational Innovation, *Instructional Improvement, Instructional Innovation, *Instructional Program Divisions, *Language Instruction, Language Skills, *Modern Languages, Secondary Schools, Teacher Developed Materials, Teaching Methods, *Teaching Techniques

Teaching techniques and ideas for improving language instruction, developed by classroom teachers, are described in this pamphlet. Presented in two parts, the first section identifies innovative programs in the State of Washington and groups them by topic. Part two is a compilation of proven classroom techniques, also listed topically, and other activities for teachers wishing to supplement their language textbooks. Interested teachers are urged to write directly to the source for further information. A final section provides similar information for college language teachers. (RL)

ED 071 535 FL 003 928

Atlanta Public Schools Latin Guide.

Atlanta Public Schools, Ga.

Pub Date 70

Note—135p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Classical Languages, Classical Literature, *Course Descriptions, *Curriculum Guides, Instructional Materials, Language Learning Levels, Language Programs, *Latin, Professional Associations, Reading Materials, *Resource Materials, *Teaching Guides

This teacher's guide outlines the basic objectives and the content of the Atlanta Public

Schools Latin program and suggests resources and methods to achieve the stated goals. The philosophy and general objectives of the program are presented. Course outlines include: (1) Beginning Latin, (2) Intermediate Latin, (3) Vergil's "Aeneid," (4) Ovid: Selections from "Metamorphoses," (5) Cicero: Selected Orations, (6) Cicero and Sallust: Catilinarian Conspiracy, (7) Advanced Level Latin Survey Courses, (8) Advanced Latin Literature, and (9) Survey of Latin Literature. Appendixes contain a list of organizations for Latin teachers, selected nonfiction readers, and a bibliography of Roman history. (RL)

ED 071 536 FL 003 960

Foreign Curriculum Consultant Program for American Schools, Colleges, and State Departments of Education: 1973-74.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-191

Pub Date 72

Note—22p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 1780-1070, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultants, Consultation Programs, Cultural Education, *Curriculum Development, Curriculum Planning, Exchange Programs, Federal Aid, *Federal Programs, *Instructional Improvement, International Education, Language Instruction, Modern Languages, *Program Descriptions

This pamphlet describes the Foreign Language Curriculum Consultant Program for 1973-74, which is designed to benefit American education at all levels by helping institutions bring specialists from other countries to the United States for assistance in planning and developing local curriculums in foreign language and area study. American institutions eligible to apply for the grants include state departments of education, large school systems, four-year colleges, developing institutions, groups of community colleges, and nonprofit educational organizations. The pamphlet contains: (1) program description, (2) program priorities, (3) eligibility requirements, (4) administration of the program, (5) financial provisions, (6) application instructions, and (7) related programs in international studies. (RL)

ED 071 537 FL 003 962

Rivers, Wilga M.

From Linguistic Competence to Communicative Competence.

Pub Date 31 May 72

Note—20p.; Paper presented to the staff and faculty of the Defense Language Institute, English Language Branch, Lackland Air Force Base, Texas, May 31, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, *Cognitive Processes, Concept Formation, *Language Fluency, *Language Instruction, Language Skills, Learning Motivation, Learning Processes, *Learning Theories, Second Language Learning, *Transfer of Training

It is hypothesized that free, spontaneous interaction cannot be easily attained in language courses which are rigid and mechanical. For this reason, the author urges the development of instructional materials which facilitate a smooth and natural transition from "skill-getting" to "skill-using." Discussion of Jerome Bruner's theory of language learning entails a review of three parallel cognitive systems for processing information and storing it for use. They include the enactive, the iconic or perceptual, and the symbolic. Methods and selected examples illustrate how to move from the teacher-directed language demonstration to student-directed application, to autonomous student production, and finally to spontaneous interaction. (Author/RL)

ED 071 538 FL 003 963

Fryer, T. Bruce

Toward a Systems Approach in the Preparation of Spanish Teachers.

Pub Date 29 Dec 72

Note—16p.; Paper presented at the Annual Meeting of the American Association of Teachers of Spanish and Portuguese, New York, N.Y., December 29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Planning, Educational Objectives, Instructional Improvement, Language Instruction, *Language Teachers, Secondary School Teachers, Second Language Learning, *Second Languages, *Spanish, *Systems Analysis, *Teacher Education, Teaching Methods

This paper outlines and discusses the nature of the systems approach to teacher education in foreign languages. The following topics are discussed: (1) purpose of the system, (2) content of the teacher preparation program, (3) development of objectives, (4) academic foundations-objectives, (5) foreign language-culture, (6) systems approach process, (7) analysis of learning tasks, (8) need for national direction and local implementation, (9) system design, (10) implementation, and (11) feedback. Three illustrations are included concerning foreign language teacher preparation as a system, components and domains of learning, and a flow chart of a systems model for Spanish teacher preparation. (RL)

ED 071 539

FL 003 993

Logan, Gerald E.

What Price Survival? or Are the Red Queen's Days Numbered? Tape Hiss: Nevada Foreign Language Newsletter, Volume 7, Number 1.

Nevada Foreign Language Teachers Association. Pub Date 72

Note—8p.; Keynote speech delivered at the Washington Association of Foreign Language Teachers State Conference, Spokane, Washington, March 17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Individualized Instruction, *Instructional Improvement, Instructional Program Divisions, *Language Instruction, *Modern Languages, Student Attitudes, Student Motivation, Teacher Attitudes, *Teaching Methods

Selected passages from "Alice in Wonderland," seen as being analogous to the current state of the art of language instruction in American Schools, illustrate the decline of authority in the language classroom as a motivating force. Criticism is directed to the "bandwagon approach," which has led to the emergence of such terms as "program objectives," "instructional objectives," "accountability," "performance criteria," "criterion referenced evaluation," "cognitive domain," and "attitudinal domain." Changes in student attitudes are also noted and implications for language teachers are examined. Concluding remarks concerned with improving language teaching focus largely on the relative merits of individualized instruction. (RL)

HE

ED 071 540

HE 003 074

Mathis, B. Claude, Ed. McGraw-Hill, William C., Ed.

Profiles in College Teaching: Models at Northwestern.

North Western Univ., Evanston, Ill. Center for the Teaching Professions.

Pub Date 72

Note—178p.

Available from—B. Claude Mathis, Director, Center for the Teaching Professions, Northwestern University, Evanston, Illinois 60201

Document Not Available from EDRS.

Descriptors—Educational Improvement, Educational Methods, *Educational Quality, *Higher Education, *Teaching Methods, *Teaching Quality, *Teaching Techniques

This book presents a series of readings prepared for college teachers. Its chapters provide first-person accounts of teaching strategies that have been successfully employed at Northwestern University. Each chapter offers a unique perspective on teaching by an individual credited with exceptional skill in his craft. Contributors were selected because of a commitment to teaching and learning that results in superior classroom performance. Their interdisciplinary institutional affiliations (arts and sciences, engineering, education, speech, journalism, and medicine) provide a sample of the changes in teaching and learning at Northwestern that are helping to reaffirm the basic mission of the University. (Author/HS)

ED 071 541

HE 003 389

Testerman, Jack. And Others

Institutional Research: A Comprehensive Bibliography.

University of Southwestern Louisiana, Lafayette. Office of Institutional Research.

Report No.—OIR-RS-12

Pub Date Apr 72

Note—134p.

Available from—The University of Southwestern Louisiana, Office of Institutional Research, Lafayette, Louisiana

Document Not Available from EDRS.

Descriptors—*Bibliographies, College Administration, College Planning, *Decisionmaking, *Educational Administration, Educational Planning, *Educational Research, Governance, *Higher Education, Problem Solving

This 1,202 item bibliography deals with the literature concerned with definitions and functions of institutional research and also includes research about higher education in general. This literature seeks to help college faculty and administrators in the decisionmaking process. (Author/CS)

ED 071 542

HE 003 490

Fey, Willard R. Knight, John E.

The Dynamics of Educational Institutions.

Pub Date Jul 71

Note—10p.; Paper presented at the Summer Computer Simulation Conference, Boston, July 9, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *Continuous Learning, *Educational Innovation, *Educational Philosophy, Educational Problems, Financial Problems, *Higher Education, *Independent Study, Relevance (Education)

Educational institutions, particularly universities, are facing increasing financial pressures, doubts about their relevance, continuing student violence, over-crowding, and the chaos of a knowledge explosion. These interrelated dynamic problems result from the way the educational system is organized and operated. The system's common ways of dealing with such problems often aggravate, not resolve, the conditions. A preliminary industrial dynamics analysis of the educational system suggests that redirected research programs focus on lifelong individual self-teaching, and charges that cover costs may in time eliminate these current educational problems. Such changes may also encourage greater individual development and prevent educational obsolescence. (Author)

ED 071 543

HE 003 572

Post-Secondary Education in Ontario 1962-1970.

Revised Edition.

Committee of Presidents of Universities of Ontario, Toronto.

Pub Date Jan 63

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Change, Educational Development, *Educational Improvement, *Educational Planning, *Higher Education, *International Education, *Planning, Statewide Planning

This document presents a report devised in 1962 for the planning of expansion of postsecondary education in Ontario through 1970. The major thrust of the report emphasizes the need for expansion with improved excellence of educational quality. Presented are enrollment projections; fields of study likely to be in demand; physical locations needing new postsecondary institutions; the possibility for expanding existing universities; the need for postsecondary institutions such as teachers colleges, institutes of technology, and schools of nursing; staffing problems and recommendations; the structural organization of postsecondary education to 1970; and the possibilities and problems of financing such widespread expansion. (HS)

ED 071 544

HE 003 599

Gold, Lawrence N.

College Students in Local Government: The Urban Corps Approach.

International City Management Association, Washington, D.C.

Pub Date Mar 72

Note—24p.; Management Information Service, Vol. 4, No. LS-3

Available from—Management Information Service, International City Management Associa-

tion, 1140 Connecticut Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Clinical Experience, *College Students, *Field Experience Programs, *Higher Education, *Internship Programs, *Urban Education

Public service internships not only provide a means for college students to help government get its job done, they also teach the student a good deal about the real world of urban affairs. This report covers the Urban Corps approach to providing a college student internship program in local government. Such a program is based on 3 principles: (1) it draws on college students at any level of their education and from any academic discipline to offer them a significant, career-oriented experience in public service; (2) it operates through an Urban Corps office, often staffed by students themselves, that administers the program; and (3) it is offered through the Federal College Word-Study Program, which is provided with funding to cover up to 80% of compensation for students who need money to remain in school. The report goes on to explain how Urban Corps are organized, how job assignments are developed, and how students are recruited and placed in an assignment. (Author)

ED 071 545

HE 003 646

Networks for Higher Education.

Interuniversity Communications Council (EDUCOM), Princeton, N. J.

Pub Date 13 Apr 72

Note—143p.; Proceedings of the EDUCOM Spring Conference, Washington, April 13, 1972 Available from—EDUCOM, P.O. Box 364, Princeton, New Jersey 08540 (\$5.00 for members, \$6.00 for nonmembers)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, *Educational Technology, *Higher Education, Intercommunication, *Regional Planning, *Telecommunication

EDUCOM, the Inter University Communications Council, Inc., planned its 1972 spring conference as a forum for presentations, discussions, and informal meetings to review the present state and the future possibilities of computer networks for higher education. Speeches presented were specifically related to: (1) the current status and future plans of ARPANET, a nation-wide computer interconnection operating on a cost-effective basis; (2) the practicalities of computer network use; (3) the network plans of the National Science Foundation; (4) policy issues regarding networks with which the Office of Telecommunications policy is concerned; (5) computing activities in Canada, including the plans for a Canadian national network, a Canadian Universities Network (CANNUNET), and the Ontario Universities Network (OUN); and (6) the importance of applying existing technology to education not only in the interests of economy and efficiency, but also in the service of the basic human goals of education. (HS)

ED 071 546

HE 003 666

Gilfert, James C.

Preparing the Indirect Costs Case for Federal Grants and Contracts.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Dec 72

Note—6p.; Occasional paper, Studies in Management; v2 n4 Dec 72

Available from—National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Educational Research, *Federal Aid, Federal Programs, *Financial Problems, *Higher Education, *Research, Scientific Research

This presentation is intended to provide the reader with a perspective on indirect costs in sponsored research and an indication of the type of flexibility available within the provisions of Circular A-21, a document of the Office of Management and Budget that outlines procedures for determining university indirect costs under federal grants and contracts. The first evaluation to be made is the annual operating expense of those activities supporting the primary activities of the university. For organizational purposes, support expenses are grouped into functionally

related cost centers such as fringe benefits, equipment use charges, building use charges, operation and maintenance, library, departmental administration, instruction administration, research administration, general and administrative, and student services. If an institution is to survive fiscally, the organized research component must contribute its fair share to those university expenses that are of an indirect nature. And if the institution is to retain a capable research faculty, the faculty must be informed and willing to support that recovery. (Author/HS)

ED 071 547 HE 003 672
Academic Freedom, Academic Responsibility, Academic Due Process in Institutions of Higher Learning. Revised Edition.

American Civil Liberties Union, New York, N.Y.
 Pub Date Sep 66
 Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, Civil Rights, Collective Bargaining, *College Faculty, *Higher Education, Professors, *Teacher Militancy, *Teacher Welfare

This pamphlet presents a statement of principles by the American Civil Liberties Union concerning the civil liberties and obligations of teachers and desirable procedures involving academic freedom in public and private colleges and universities. Academic freedom and responsibility of teachers embraces two distinct areas: (1) the conduct of a teacher apart from specifically professional responsibilities and (2) his conduct in teaching and other activities directly related to professional responsibilities. Included in the pamphlet are the procedures to be taken with the Civil Liberties Union when a professor feels that his academic freedom in either one of these areas has been infringed upon. (HS)

ED 071 548 HE 003 673
Attitude Change and Sex Discrimination: The Crunch Hypothesis.

Leppaluoto, Jean R.
 Psychological Association 1972
 Pub Date 72
 Note—11p.; Paper presented before the Western Psychological Association 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Discriminatory Attitudes (Social), *Equal Opportunities (Jobs), Federal Aid, *Higher Education, *Sex Discrimination, *Women Professors, *Womens Education

In the past, women have been discriminated against in higher education because of discriminatory attitudes that have led to unfair procedures in student admissions and faculty and staff employment. Most women in the academic world have found through experience that attitude change comes after behavioral changes have taken place. Thus, they have been pushing for changes on college campuses across the country that include the following: (1) to end nepotism policies because of the differential impact on wives; (2) to establish appropriate grievance procedures; (3) to revise tenure rules to include part-time work; (4) to establish child care centers; (5) to analyze fringe benefits; (6) to establish maternity leave policies that are fair; (7) to establish part-time work that is paid at a rate commensurate with full-time work, prorated; (8) to have open admissions for women in coeducational institutions; (9) to abolish student rules for one sex; and (10) to encourage women to return to school. With these changes that are being brought about primarily through the withholding of federal funds from institutions participating in discriminatory practices, it is hoped that related attitudinal change will also become a reality. (HS)

ED 071 549 HE 003 674
Many Are Called, But Few Are Chosen.

Mattfield, Jacquelyn A.
 Pub Date 6 Oct 72
 Note—7p.; Paper presented at the Annual Meeting of the American Council on Education (55th), October 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chief Administrators, Females, *Higher Education, *Sex Discrimination, *Women Professors, *Womens Education

There are three general categories of administrators in the Ivy League and most other schools: (1) those who are employed to maintain and develop the physical plant, to manage the business operations, alumnae and other public rela-

tions, and development; (2) those who work in admissions, financial aid, student affairs, the academic and personal counseling of students, placement, and the registrars office; and (3) the academic leaders of the university such as the president, chancellors, provosts, and the deans of faculties, of colleges, graduate and professional schools, and special programs. Women have traditionally been held from the ranks of those who are hired for administrative positions in universities. However, the solution to this unequal practice is seen to be easily solved in all except the last of the administrative categories. This document reviews the past and present history related to women in administrative positions in the Ivy League Schools, and offers hopes for further equality of opportunity in such positions. (HS)

ED 071 550 HE 003 675
Meal Plans.

Pence, John T.
 Pub Date 72
 Note—24p.; Speech presented at the Conference of the Association of College and University Housing Officers, Kansas State University, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Dining Facilities, *Food Service, *Food Service Industry, *Higher Education

Changing life styles for college students are causing food service directors to change their ways of serving students. Students today seem to prefer living in privately owned apartments and houses where they can provide and cook their own food to living on campus and having meals prepared for them. Many colleges and universities are eliminating required board fees that students have protested as being unfair. This paper presents some alternatives that have been instituted at several campuses to the traditional meal plans. These plans include short-order types of eating facilities rather than cafeterias and dining halls, and meal plans in which the student would pay for any 15 or 20 meals per week that he might choose to eat. (HS)

ED 071 551 HE 003 676
A Contribution to a Theory of Organizations: An Examination of Student Protest.

Norr, James L.
 Pub Date Jan 72
 Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, Behavior Patterns, *Behavior Theories, *College Students, *Higher Education, *Organizational Climate

Until recently most of the research on college student protest of the 1960's has taken either a political socialization or cultural-historical perspective. The research reported here takes an organizational perspective with the expectation that an examination of student protest should contribute to a theory of organizations. Two classes of structural variables are indicated: (1) quality, autonomy and parochialism; and (2) recruitment and mobilization. These variables can be seen as providing a characterization of the relations of a college or university as an organization to other organizations in its environment. Organized student protest is conceptualized as a characteristic of an organization and it is suggested that major variables accounting for the presence of protest are the level of intolerance and the level of political activity. These two variables in turn are determined by relations of the focal organization to other organizations. Although the model does not provide perfect prediction, it was found that higher quality, secular, and larger colleges and universities are characterized by tolerance and political activity. It is concluded that an organizational perspective leads to greater understanding of protest behavior, and an examination of such behavior contributes to the understanding of organizations. (Author/HS)

ED 071 552 HE 003 677
Higher Education in the United Kingdom. A Handbook for Students from Overseas and Their Advisers.

Association of Commonwealth Universities, London (England); British Council, London (England).
 Pub Date 72

Note—278p.
 Available from—Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF

Document Not Available from EDRS.

Descriptors—*Foreign Countries, *Foreign Students, *Higher Education, *Study Abroad Identifiers—*Great Britain

This book has as its purpose to meet the demand from potential students from many countries for information about opportunities for study in Britain. More specifically, the book offers information on the courses offered in the 45 universities and 29 polytechnics in Great Britain and Northern Ireland, the entrance requirements into such courses, and the expenses that will be involved in studying in Britain. In addition, information is presented regarding foreign student entry into Britain, student life in Britain, and the addresses of the various higher education institutions. (HS)

ED 071 553 HE 003 678
Evaluation of Overseas Study Programs. A Pilot Study Conducted by FRACHE-Spring 1972.

Federation of Regional Accrediting Commissions of Higher Education, Washington, D.C.
 Pub Date 72

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, *Foreign Culture, *Foreign Students, *Higher Education, *Program Evaluation, Student Exchange Programs, *Study Abroad

Until very recently the study abroad programs that approximately 32,000 American students a year participate in have not been properly evaluated as to the merits to be gained from studying in a foreign culture. Thus, the Federation of Regional Accrediting Commissions of Higher Education (FRACHE) established a Committee on Foreign Study to undertake such an evaluation. This document presents the findings of the Committee whose members traveled to the foreign study sites for the evaluation. The investigators took into account (1) the focus of the study abroad programs both from the perspective of the home country and the site country; (2) the various types of programs offered; (3) admission and orientation procedures; (4) soundness of academic programs; (5) facilities needs; (6) the need for continuing evaluation; (7) the cost of study abroad programs; (8) student performance evaluation; and (9) the role of the field director. The Committee recommends that continuing interregional evaluation of foreign study programs of accredited institutions be made and that the evaluations become a significant part of continuing attention. (HS)

ED 071 554 HE 003 679
Koenker, Robert H.

Status of the Doctor of Arts Degree.
 Ball State Univ., Muncie, Ind. Graduate School.
 Pub Date 30 Nov 72
 Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Degrees (Titles), *Doctoral Degrees, *Graduate Study, *Higher Education, Professors

This document presents the results of a survey of 311 graduate deans that was designed to discover the number of institutions offering, planning to offer, or considering the possibility of offering the Doctor of Arts degree and the number of institutions offering doctoral programs similar to the Doctor of Arts degree. The number of institutions offering, planning to offer, or considering the possibility of offering the D.A. degree has decreased from 87 in 1971 to 60 in 1972. This is probably due to the following factors: the oversupply of doctoral graduates, the uncertainty of the times in graduate education, the restrictions on new doctoral programs imposed by many state boards for higher education, and the financial problems that currently face many institutions of higher education. It is felt by those who are favorable toward the D.A. degree that such a degree should become the standard degree for college teaching in the U.S. This is so because it is projected that by the late 1970's approximately half of all college students will be enrolled in 2-year colleges, and the research oriented Ph.D. degree is not designed to prepare teachers for such institutions. (HS)

ED 071 555 HE 003 680
Student Housing.
 Educational Facilities Labs., Inc., New York, N.Y.
 Pub Date Sep 72
 Note—84p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022. (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Housing, *College Students, *Design Needs, *Dormitories, *Higher Education, Housing Needs, Student Needs

Traditional dormitories are out of step with the concepts of higher education that make the 4 years of college a cultural and social experience as well as a period for gathering information on academic topics. These experiences are not served well in twin-bed rooms lined along both sides of corridors that lead only to stairwells or gang bathrooms. This publication is about economical ways to provide better housing for students. It advocates humanizing existing dormitories by changing the standard double rooms into suites of bedrooms sharing a living room. For colleges needing new residences it recommends building suites or apartment-type accommodations since colleges that have used these approaches report warm response from their students. The book also touches on alternatives to traditional methods for obtaining new residences through management techniques, leasing buildings or forming co-ops. These variations on the old processes can provide superior facilities and also circumvent the fiscal bind where colleges have operating expenses by not enough capital funds. (Author/HS)

ED 071 556

HE 003 681

Preston, M. A.

The First Three Years of Appraisal of Graduate Programmes.

Committee of Presidents of Universities of Ontario, Toronto. Ontario Council on Graduate Studies.

Pub Date 70

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Degrees (Titles), *Graduate Study, *Higher Education, *International Education, *Program Evaluation

In January of 1967 the Appraisals Committee of the Ontario Council of Graduate Schools was created to evaluate suggested programs for graduate degrees that would provide students with an educational opportunity fully consistent with the acceptable standards generally established for the relevant discipline in universities inside and outside Canada. As of August 31, 1969, 17 Ph.D. programs and 24 master's programs were approved to commence without delay; 3 Ph.D. programs and 3 master's programs were approved with a 1- or 2-year delay; and 3 Ph.D. programs and 2 master's programs were refused approval. This document offers a report of the first 3 years of operation of the Committee, and presents an outline of the procedures that the Committee takes in approving or denying approval to a program. (HS)

ED 071 557

HE 003 683

Horowitz, Joseph L. And Others

Correlates of Black and White University Student Grades Beyond the Freshman Year.

Maryland Univ., College Park. Cultural Study Center.

Report No—CSC-RR-7-72

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Grade Prediction, *Higher Education, Minority Groups, Negro Education, *Negro Students, *Predictive Ability (Testing)

The freshman, sophomore and junior year grades of 126 black and 178 white freshmen entering the University of Maryland were used as criterion measures in this study on prediction of academic achievement as reflected in grades. Predictors included the Scholastic Aptitude Test (SAT), high school grade point average (HSGPA), the California Psychological Inventory (CPI), the Holland Vocational Preference Inventory (VPI), items from the University Student Census (USC), a locally developed attitude and demographic inventory, and information from admissions files on high school extracurricular activities. It was found that the black student who had good high school grades, is conscientious, independent, self-confident, is interested in social service jobs, and feels the University should take an active role in changing society will tend to get higher grades at the University. The SAT and

high school grades were a consistent predictor across the 3 years for whites. (Author/HS)

ED 071 558

HE 003 684

Brooks, Glenwood C., Jr. And Others

Interracial Contact and Attitudes Among University Students.

Maryland Univ., College Park. Cultural Study Center.

Report No—CSC-RR-6-72

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Higher Education, *Race Relations, *Racial Attitudes, *Racial Discrimination, *Student Attitudes

An anonymous poll assessing attitudes and demographic variables associated with interracial contact was administered to 1,391 University of Maryland students. Responses of whites (84%), blacks (4%), Orientals (1%) and Spanish surname students are compared and discussed. Some American Indian, black, Spanish surname, white and Oriental students felt that most whites were racist, while more American Indians, Spanish surname, white, Oriental and blacks felt most blacks were racist. Only 9% of all students disagreed that it would be enjoyable to have a roommate of another race. Generally speaking, the more friends of another race blacks had, the more comfortable they felt with someone of another race, the less they felt whites were racist, the more likely they would marry someone of another race, and the less they felt their mothers were bigoted. However, among whites, having more friends of another race only related to feeling more comfortable with other races. (Author/HS)

ED 071 559

HE 003 686

Pfister, Allan O.

The Evaluation of Study Abroad Programs Under the Auspices of American Colleges and Universities: U.S. Regional Accrediting Agencies Look at Study Abroad.

Denver Univ., Colo. School of Education.

Pub Date Dec 72

Note—67p.; Occasional Papers in Higher Education, Number 2

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Evaluation, Educational Administration, *Foreign Culture, Foreign Students, *Higher Education, Management, *Program Evaluation, *Student Exchange Programs, *Study Abroad

This document presents a report of a joint venture of 6 regional accrediting agencies in a pilot project to evaluate 10 study abroad programs for American students sponsored by U.S. colleges and universities. The pilot project was coordinated and financed by the Federation of Regional Accrediting Commissions of Higher Education, but this document is independent of the Federation. (See HE 003 678 for the Federation report.) This monograph emphasizes the issues faced in the management of study abroad programs. It takes into account (1) the focus of the study abroad programs; (2) the various types of programs offered; (3) admission and orientation procedures; (4) elements in the program such as study, travel and independent activities; (5) student evaluation; (6) the need for cooperative endeavors; (7) educational facilities; (8) the need for continuing evaluation; and (9) the role of the field director. Also included in the report is an evaluation of the evaluation process from the point of view of the author. (HS)

ED 071 560

HE 003 687

Chancellor's Advisory Committee on the Status of Women at CUNY. Public Hearings Testimony: An Edited Summary and Evaluation.

City Univ. of New York, Brooklyn, N.Y.

Brooklyn Coll.

Pub Date Sep 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Females, *Higher Education, Institutional Research, *Sex Discrimination, *Women Professors, *Womens Education, *Working Women

In December 1971 a committee was appointed at the City University of New York (CUNY) to recommend meaningful changes in policy to meet the problem of discrimination and to advance the status of women at CUNY. Public hearings were held in February and April of 1972, and faculty,

students and staff were invited to testify regarding prejudicial practices at the various colleges. The testimony pointed to the existence at CUNY of some general attitudes about women and their proper roles in academia and the larger society. Precisely how these attitudes affect the status of women at CUNY was made abundantly clear by witness after witness. Thus, in order to understand why the status of women employed at CUNY is so uniformly low, this condensed report of the public hearings testimony begins with a consideration of the image of women. It then moves on to consider the status of women at CUNY, specifically with regard to recruitment, promotions, salaries, policy-making, parenthood, grievances and complaints, and the academic curriculum. A third and final section deals with the CUNY affirmative action program and its application and relevance. (HS)

ED 071 561

HE 003 689

Sandler, Bernice

A Feminist Approach to the Women's College.

Association of American Colleges, Washington, D.C.

Pub Date 30 Nov 71

Note—9p.; Speech presented to the Southern Association of Colleges for Women, November 30, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Feminism, *Higher Education, Sex Discrimination, *Women Professors, *Womens Education, *Womens Studies

Women's colleges have the unique ability to change the attitudes of young women toward themselves and toward others of their sex. The women's colleges can and must deliberately set out to provide a different kind of experience from what young women would find elsewhere. Female students should be encouraged, especially at women's colleges, to enter academic fields other than those traditionally reserved for them. In addition, women's colleges should be acutely aware of hiring practices for women in chief administrative positions. If female students never see a female college president, they might never believe that they could achieve such a position. In addition, women's colleges should make special provisions that would enable older women and women with children to continue their educations. The unique program that a women's college can offer is that of a female environment that deliberately sets out to create a climate that helps women discover and examine their role in society—a campus that is responsive to all women, and brings together on the campus women of varying ages, varying races, and varying backgrounds. (HS)

ED 071 562

HE 003 691

Simpson, Richard A. Torok, Steven A.

A Preliminary Implementation Plan for Public Act 140. A Report Presented to the Connecticut Commission for Higher Education.

New England Board of Higher Education, Wellesley, Mass.

Pub Date Sep 72

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Community Service Programs, *Field Experience Programs, *Higher Education, *Internship Programs, State Programs

This report represents the work of a student or students in the New England Board of Higher Education's (NEBHE) Student Internship in Economic Development (SIED) program. The objective of this program is to relate the resources of institutions of higher education to economic development organizations in such a way as to: (1) assist economic development organizations in the investigation and solution of selected, well-defined problems through the use of student manpower; and (2) permit students to enrich their formal learning through concrete service experience in economic development. The document presents the results of a survey of the institutions qualified to participate in the program and describes the programs and facilities that each institution could contribute to SIED. (Author/HS)

ED 071 563

HE 003 693

The Tufts Seminar to Initiate New Experiments in Undergraduate Instruction.

Tufts Univ., Medford, Mass.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 65

Note—82p.; Report of a seminar held at Tufts University, Medford, Massachusetts, August 30-September 11, 1965

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, Educational Innovation, *Experimental Programs, *Higher Education, Relevance (Education), *Self Actualization, Self Directed Groups, *Seminars

Approximately 50 workers from a variety of academic and professional fields came together at the Tufts Seminar to Initiate New Experiments in Undergraduate Instruction to discover, discuss, and explore some of the problems of undergraduate education and to suggest new or alternate ways that might be tried to meet these problems. The seminar saw education today as overly preoccupied with the task of transmitting knowledge, with covering fields of knowledge, and with surveys. What the seminar proposed instead as the pressing task was to involve the student in intellectuality, in evaluating experience, and in connecting theory and practice. The seminar sought to foster experiments in literature and writing, history, and the social and behavioral sciences. The experiments proposed are experiments in the new ways of teaching these subjects, but they are also experiments in the driving power of education: how to get students interested in motivating themselves. (HS)

ED 071 564 HE 003 694

Berger, Dan

The First Year of Remedial Mathematics Instruction Under Open Admissions. (A Report on the Results of Several Studies of the Remedial Math Program at City College of New York). Report Number 9.

City Univ. of New York, N.Y. City Coll.

Pub Date Oct 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Disadvantaged Youth, *Educationally Disadvantaged, *Higher Education, *Remedial Instruction, *Remedial Mathematics, Remedial Programs

On the basis of test results, high school background and degree objective, 25% of the 1970 freshman class at the City College of New York was assigned to a remedial math course. Students retested after 1 semester of remediation showed significant improvement, as compared to a control group who did not take a remedial math course. First semester grades revealed that two-fifths of the remedial students received non-pass grades. Failure rate for students going from Math 56 (remedial trigonometry) to Math 1 (beginning calculus) showed a non-pass rate of 77%. A control group of low ability students going directly into Math 1 had a non-pass rate of 81%. Results of questionnaires administered to students revealed general satisfaction with course, but only half of the students in Math 56 felt they knew material upon completion of the course. Math laboratories received strong support while tutoring was viewed as less helpful. Instructors indicated that most students were motivated but did not progress as rapidly as students in regular classes. Need for improving tutoring and laboratories was mentioned. (Author/HS)

ED 071 565 HE 003 696

Environmental Education Massachusetts. 1972 Assessment with Recommendations.

Massachusetts Advisory Committee on Conservation Education, Lincoln. Environmental Education Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date Oct 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, *Environmental Education, *Environmental Research, *Higher Education, *Secondary Education, *Statewide Planning

This document presents the first report of the Task Force on Environmental Education in Massachusetts. The Task Force was charged with 3 priorities during its first year of operation: (1) to assess all aspects of environmental education programs currently in progress at all educational

levels within the Commonwealth; (2) to determine the environmental education needs within the Commonwealth and to establish priorities within those needs; and (3) to present a proposal for an on-going state planning system for environmental education. The prime recommendation of the Task Force is that a quasi-public organization be immediately established to catalyze and focus the private and public environmental education effort in the Commonwealth. Specifically, a public trust organization named Trust for Environmental Education (TRUST-EE) is recommended. As of publication date of this report, the legal processes of establishing TRUST-EE had already begun. Other recommendations that would stem from the organization of TRUST-EE include elementary and secondary school objectives; higher education objectives; public non-school education objectives; and governmental agencies and environmental education objectives. (HS)

ED 071 566 HE 003 697

Training the Nation's Health Manpower.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-NIH-73-348

Pub Date Oct 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Dentists, Health Needs, *Health Occupations Education, *Health Personnel, *Higher Education, Manpower Development, *Manpower Needs, Nurses, *Physicians

Over the past decade, there has been an increasing concern about the lack of health manpower to serve the U.S. population. The areas hardest hit by this shortage are the poverty areas in large cities and rural areas where 30% of the population but only 10% of the physicians live. Many Federal programs have begun to alleviate the problem of the health manpower shortage, especially since 1963 when the Health Professions Educational Assistance (HPEA) Program was enacted in Congress. In 1967, the Bureau of Health Manpower was formed by HEW to coordinate the health manpower training programs that were multiplying and expanding rapidly. In 1970, the Bureau adopted the name of the Bureau of Health Manpower Education and proceeded to carry out its main objective of improving the training and increasing the supply of health workers. To this end, the Bureau has set up a number of scholarship and loan programs in the areas of dentistry, veterinary medicine, nursing, and medicine. In addition, recruiting programs have been initiated to identify and recruit potential health care workers into the health education system. (HS)

ED 071 567 HE 003 698

The California Master Plan for Higher Education in the Seventies and Beyond.

California State Coordinating Council for Higher Education, Sacramento.

Pub Date Nov 72

Note—158p.; Report and Recommendations of the Select Committee on the Master Plan for Higher Education to the Coordinating Council for Higher Education 72-6

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Change, Educational Development, *Educational Improvement, *Educational Planning, *Higher Education, *Master Plans, Planning, *Statewide Planning

In 1960 the State of California established a Master Plan for the development, expansion and integration of the facilities, curriculum and standards of higher education, in junior colleges, State colleges, the University of California, and other institutions of higher education of the state, to meet the needs of the state during the 1960's and 1970's. In 1971 the Coordinating Council for Higher Education in California appointed a Select Committee on the Master Plan for Higher Education to provide a review of the nature and application of the 1960 Master Plan and of the conditions forecast for the 1970's in order to advise the Coordinating Council whether the current Master Plan should be maintained intact, revised, or replaced. It also required a review of the present strengths and weaknesses of higher education in California. Three subcommittees were appointed by the Select Committee. The first of these considered the benefits and the costs of higher education in California; the second considered the higher education system from the student's viewpoint and compared the available edu-

cational opportunities with student needs, aspirations, and interests; and the third explored the probable impact of newer trends, including new methods of instruction, and of more recently emerging demands on the educational system. This document presents the findings of the Select Committee and its subcommittees. (HS)

ED 071 568

HE 003 699

Bedford, C. M. And Others

Contingency Contract Teaching (Mastery Learning) in Introductory Educational Psychology.

Pub Date 30 May 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discussion (Teaching Technique), Educational Methods, Experimental Teaching, *Higher Education, *Individualized Instruction, *Self Directed Classrooms, *Teaching Methods, Teaching Techniques

During 1971-72, of 487 students in 2 Introductory Educational Psychology classes, 123 students chose to take a lecture course and 364 students chose a mastery learning class. Despite constraints on interpretation, it was concluded that in this particular situation students acquired a knowledge of vocabulary, principles and concepts at least as well by mastery learning as by lecture-discussion methods. In addition, even in a class of more than 200, in contrast to lecture procedures, the mastery learning procedures provided for vastly increased one-to-one interaction between the student and instructor. More than 90% of the student respondents to an opinion survey felt that mastery learning should continue to be offered as an option for this course. Mastery learning students liked the clarity of goals, the chance to work at their own speed in their own time, and the attainment of course credits by means of unit tests with immediate reinforcement. In contrast to lecture students, many mastery learning students expressed self-change in terms of their own learning processes rather than in terms of course content. (Author/HS)

ED 071 569

HE 003 700

Pascale, Pietro J. Dittenhafer, Clarence A.

Application of an Instructional Evaluation for University College.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Methods, *Evaluation Techniques, *Higher Education, *Teacher Evaluation, *Teacher Improvement

In this document, two evaluations of college instruction models are proposed. Model A, a very objective summative evaluation is made utilizing behavioral objectives. The evaluating committee secures copies of the instructor's course examination. The evaluation committee will analyze the examination from the standpoint of instructional emphasis, i.e., content, critical thinking, etc. After the examination is given, the instructor will score the students' responses and assign grades. The instructor will pass the examination on to the evaluation committee where student responses will be analyzed in relation to the course objectives as inferred by the committee from examination of the test. The committee would then determine whether or not the instructor was teaching the objectives being tested. In Model B, evaluation would be built into the course planning. The instructor would consult with the evaluation committee and explain the desired outcomes for students in his course. The committee would use the information obtained from the instructor to formulate tentative behavioral objectives for the course. After the course instruction has begun, the evaluation committee could use the instructor's student evaluation procedures to evaluate the instructor. The evaluation would then take the form of Model A in determining the degree of congruency between course objectives and student performance. (HS)

ED 071 570

HE 003 701

Rott, Marilyn A. H.

The University Experience. The Third Year, 1966 Freshman Class. A Biography of a Class Study.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date 72

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Students, *Educational Improvement, *Educational Research, *Higher

Education, *Institutional Research, *Student Attitudes, *Student Opinion

In 1964, the Division of Instructional Services established a longitudinal and developmental research project entitled "Biography of a Class." The purpose of the project is to describe, in detail, characteristics of the students attending the State University of New York at Buffalo, to provide information about students to faculty, administration, and students, and to contribute to existing research in higher education. The present report offers information on the freshman class of 1966 during their third year at Buffalo. The report is based on student interviews, and includes the students' description of their perceptions of the total university experience, their needs and concerns, and their aspirations and expectations, as well as different perspectives of the environment, as given by students, dropouts, and transfer students. This information can help determine the extent to which the university is fulfilling its objectives, and should be a vitally important factor in future academic planning, organizational changes, and shifts in policies and priorities. (Author/HS)

ED 071 571 HE 003 703
Wyant, Helen S.

I Expect to Find that SUNY/B... Survey Study 1, 1971 Freshmen.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Educational Improvement, Educational Research, *Higher Education, Institutional Research, *Student Attitudes, Student Development, *Student Opinion, *Student School Relationship

The voluminous research of the last 10 years on college students and on the function of higher education has emphasized the importance of personal and social growth of students in addition to their intellectual and vocational development. The State University of New York at Buffalo, since 1964, has increased efforts to support and initiate policies and programs that contribute constructively to the personal, social and intellectual growth of students and to modify or eliminate those that obstruct it. In order for this effort to be most effective, it is necessary to understand: (1) the personal, social, and intellectual needs, interests, values, and goals of the students; (2) the experiences that contribute to satisfaction and development of those phenomena in constructive ways; and (3) the most effective means of providing opportunities for those experiences to occur. Thus, the Student Perception Survey (SPS) was devised to elicit student perceptions of the following categories: academic, personal, social, vocational, and administrative. The subjects reported on in this document were students about to enter SUNY-Buffalo as Freshmen in the fall of 1971. The form of the SPS is a series of incomplete sentences that explore the students' perceptions of: (1) their impending college experience; (2) relationships with family and friends; and (3) themselves. (Author/HS)

ED 071 572 HE 003 704

Faulman, Jane

A Biography of a Class Study. 1971 Senior Survey. Part I: College Experiences and Activities.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Jul 72

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *College Students, *Higher Education, *Student Development, *Student Experience

For this study a random sample of 200 seniors at the State University of New York at Buffalo were sent a questionnaire concerning their college experiences and activities. Respondents were classified into 2 groups, continuers (those who completed a 4-year or 5-year program in 4 or 5 years respectively) and seniors (those who had either matriculated at SUNY/B prior to 1967 or transferred to SUNY/B). Where feasible, statistical tests were performed to compare the responses of continuers with those of seniors and the responses of women with those of men. The sample reported that personal, interpersonal, and intellectual outcomes of college were valuable to them. Noticeably less value was accorded to vo-

cational development than to the other outcomes. College experiences that made the biggest contributions to outcomes that were of value were: courses and other academic activities; meeting people; informal impromptu discussions; and personal reading. The problem areas that caused the greatest amount of concern to these students while in college were choice of vocation and personal meaning and identity. (HS)

ED 071 573 HE 003 705

Faulman, Jane

A Biography of a Class Study. 1970 Senior Survey.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Nov 71

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *College Students, *Higher Education, *Student Characteristics, *Student Development, *Student Experience

In this 1970 study, 160 graduating seniors at the State University of New York at Buffalo were administered the Senior Survey, a questionnaire designed to elicit seniors' perceptions of their university experiences and their plans and expectations for the future, as well as some demographic information. Major findings of the survey indicate: (1) students decided to attend college primarily for intellectual growth and career preparation; (2) outcomes of their college experiences that were of a personal nature and of an intellectual nature had become about equally valuable to them while in college; (3) the biggest problem area for these students while they were in college was in defining their personal meaning and identity; (4) participation in campus activities and organizations over 4 years was not great; (5) more than half of the students attended summer school at least once; (6) the percentage who were employed during the school year increased each year, as did the number of hours worked per week; (7) most students were employed during the summers; and (8) the biggest sources of financial aid for these students were parents, scholarships, and their own earnings. (HS)

ED 071 574 HE 003 706

Faulman, Jane

Student Opinion Survey: Survey Study 2. 1972 Freshmen.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Sep 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *College Students, *Higher Education, *Student Attitudes, *Student Opinion

The Summer Planning Conferences are sessions attended by incoming freshmen to orient them to the State University of New York at Buffalo. During the day and a half they attend a conference, these future students become acquainted with the campus, they plan their academic program for the fall semester, and they complete various inventories for research purposes. One such inventory completed by the 1972 freshmen class was the Student Opinion Survey, a survey designed to elicit incoming freshmen's opinions about the following topics: politics, the United States, welfare and poverty, social class and mobility, and race. These students expressed a desire for democracy and egalitarianism. They favored citizen participation in government. They did not seem to be optimistic about social equality becoming a reality, though they were in favor of economic assistance to those who need it. Financial help seems to be the extent to which these students believe that social equality should be overtly encouraged, and they did not impute to either whites or non-whites a special obligation to work toward racial equality. (Author/HS)

ED 071 575 HE 003 708

Voluntary Support for Public Higher Education.

Brakeley, John Price Jones, Inc., New York, N.Y.

Pub Date Oct 72

Note—28p.

Available from—Brakeley, John Price Jones Inc., Six East 43rd Street, New York, New York 10017

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Financial Support, Foundation Programs, *Higher Education, *Private Financial Support, State Colleges, *State Universities

This document analyzes gifts received by 307 public colleges and universities from corporations, foundations, private individuals, and community organizations during 1970-71. Altogether, the 307 public institutions attracted \$328.7 million in gifts and grants from private sources with the University of California (System) receiving \$40,617,520; the University of Texas (System) receiving \$28,267,995; the University of Michigan receiving \$21,798,995; the University of Wisconsin receiving \$16,217,234; and the University of Minnesota receiving \$14,821,584. Fund-raising strategies used by the Universities of California, Wisconsin, and Michigan; Jackson State College (Mississippi), and Ball State University (Indiana) are described in the report. Among the common themes in the successful fund-raising strategies are: (1) coordination among alumni, development, foundation, public information, and other university officials and offices that deal with potential contributors; (2) regular communication with contributors and prospects; (3) personal contact with potential donors; (4) special recognition of major contributors, including access to top university officials or campus privileges; (5) committee volunteers to supplement the efforts of university staff officials in soliciting contributions; and (6) reports to donors and prospects regarding the successful use of previous voluntary support. (HS)

ED 071 576 HE 003 709

Marien, Michael

Beyond the Carnegie Commission: A Policy Study Guide to Space/Time/Credit-Preference Higher Learning.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—EPRC-ER-5

Pub Date Aug 72

Contract—OEC-1-7-070996-4253

Note—117p.

Available from—EPRC Publications, Educational Policy Research Center, 1206 Harrison Street, Syracuse, New York 13210 (\$3.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, Educational Improvement, Educational Innovation, *Educational Planning, *External Degree Programs, *Higher Education, *Universal Education

This document presents a case and guide for a "Space/Time-Preference" (S/T-P) higher learning situation in which educational programs, plans, and proposals seek to promote learning beyond campus classrooms, while many of them are even flexible as to when and how a student learns. The purpose of the guide is to focus on the long-range problems and possibilities associated with the development of S/T-P higher learning, while raising fundamental questions for further investigation. The overlapping areas of concern deal with noncredited learning, the organizational structure or the new institutions and programs, the new technologies that will greatly enhance the possibilities for S/T-P learning, the variation in present S/T-P programs, institutional accreditation, equity, personnel, and relationships with the lower system. To summarize these problems and possibilities, 6 possible systems are sketched: the Extended Campus System, the Extended Credit System, the Variegated Extended Credit System, the Learner-Centered System, the Diminished Campus, and the Empty Campus. Also included in the document are an exploration of external degree programs, and a selected annotated bibliography on higher education planning. (Author/HS)

ED 071 577 HE 003 711

Bayer, Alan E. Astin, Alexander W.

War Protest on U.S. Campuses During April, 1972.

American Council on Education, Washington, D.C. Higher Education Panel.

Report No.—ACE-HEP-9

Pub Date 9 May 72

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *College Students, *Demonstrations (Civil), *Higher Education,

Political Attitudes, Social Attitudes, *Student Attitudes

In May of 1972 the Higher Education Panel (HEP) of the American Council on Education conducted a survey of colleges and universities across the U.S. to determine the type and amount of campus disruption caused by the April 1972 increased bombing effort in North Vietnam by the U.S. It was found that: (1) an estimated 27% of the colleges and universities experienced campus unrest, with the unrest concentrated in the larger universities and the more selective colleges; (2) war protest was more likely to occur at private universities rather than at public universities or 4-year colleges, at institutions located in the Northeast or the West and Southwest rather than in the Southeast or Midwest, and at predominantly white rather than predominantly black colleges; (3) in comparison with previous years, destruction of property during the April 1972 demonstrations was rare, and on fewer than 2% of the campuses was any property damaged; and (4) civil authorities were rarely called in to deal with protests. (HS)

ED 071 578 HE 003 712

Trexler, Joan Kent, Laura
Commercial Theme-Writing Services.
American Council on Education, Washington,
D.C. Higher Education Panel.

Report No.—ACE-HEP-Survey-7
Pub Date 15 Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Essays,
*Higher Education, Masters Theses, *Moral Issues,
*Plagiarism, Surveys

This survey of the Higher Education Panel (HEP) of the American Council on Education was conducted in response to the growing concern among many members of the academic community about the threat posed to our higher education system by a new commercial service for college students, the theme writing firm. These companies make available to students, for a fee, term papers and, in some cases, even master's theses. Of the 441 institutions that completed and returned the HEP questionnaire, only 125 (28%) said that commercial theme writing services did in fact advertise to their students. Public and private universities and public 4-year colleges have been hardest hit by the theme writing services, with private 4-year colleges and public and private 2-year institutions being less vulnerable. In those few cases where penalties for use of the services were imposed, they were more likely to take the form of a failing grade in the course or an administrative reprimand than of suspension or expulsion. Of the 125 institutions, 48 reported that they had taken no action designed to dissuade or discourage from using the services, and in no case were civil proceedings instituted against either the student or the company. The states of New York, California, and Massachusetts have initiated action to close down such firms, and other states are expected to take such action. (HS)

ED 071 579 HE 003 713

Blandford, Barbara Sell, Charles
Enrollment of Junior-Year Students (1970 and 1971).

American Council on Education, Washington,
D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—ACE-HEP-5

Pub Date 21 Apr 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Majors, *Departments,
*Educational Planning, Education Majors, *Enrollment Projections, Enrollment Trends,
*Higher Education, Planning

The Higher Education Panel (HEP) of the American Council on Education conducted the present survey to determine the enrollment figures for junior-year college students in specific fields so that colleges and universities might better plan for future programs in terms of projected enrollments. Over all fields, junior-year enrollment increased 7.6% from the fall of 1970 to the fall of 1971. The largest increase occurred in the major area of applied social sciences (44%) and was greatest in the public 4-year colleges

(75%). The health professions were next, increasing by 24% in junior-year enrollment; again, this growth was most evident in the public 4-year colleges (68%). Within the health professions, the major field of medical technology registered the largest increase (52%), with enrollment swelling most in the public universities (67%). Within the life sciences, the largest percentage increase was in the predoctoral subcategory (38%), particularly in the public 4-year colleges. (Author/HS)

ED 071 580 HE 003 714

Blandford, Barbara Dutton, Diane
Survey of First-Year Graduate and Postdoctoral Enrollment in Science and Engineering.

American Council on Education, Washington,
D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—ACE-HEP-1

Pub Date 19 Aug 71

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Planning, *Engineering Education, *Enrollment Projections, Enrollment Rate, Enrollment Trends, *Graduate Study, *Higher Education, *Science Education

This survey of the Higher Education Panel (HEP) of the American Council on Education, conducted in July 1971, concerned first-year graduate enrollment and postdoctoral enrollment in science and engineering for the academic year 1970-71 and expected enrollments for 1971-72. Each institution was asked, first, to indicate new applications received through July 5, 1970 and actual first-year graduate and postdoctoral enrollment for that year and, then, to estimate enrollments for 1971, indicating the number of new applications received as of July 5, 1971. This information was requested for the following fields: physical sciences, basic medical sciences, other life sciences, psychology, other social sciences, engineering, and mathematical sciences. In addition, each institution was asked to specify changes in admissions policies since 1968 that may have affected the number or kinds of new science or engineering graduate and postdoctoral students in 1971. The survey was mailed to 86 institutions granting advanced degrees in science or engineering, and 78 of the returned questionnaires represent the basis for the present report. (Author/HS)

ED 071 581 HE 003 715

Blandford, Barbara Dutton, Diane
Research Support for Science Faculty.
American Council on Education, Washington,
D.C. Higher Education Panel.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—ACE-HEP-2

Pub Date 4 Nov 71

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Educational Finance, *Higher Education, Professors,
*Research, *Resource Allocations

This survey of the Higher Education Panel of the American Council on Education, conducted during September and October 1971, concerned the split of research funds between young and senior faculty at institutions granting Ph.D.'s in science and engineering. Each institution was asked, first, to indicate which departments, in a list of 17 selected science, engineering, and clinical fields, granted the Ph.D. Then, if a given department did so, the chairman of that department was asked whether, in his opinion, the split of funds between young and senior faculty was appropriate. If the chairman reported that he felt the split of funds to be inappropriate, he was next asked to indicate whether the split favored senior or young staff and to give his opinion as to the reason for the inappropriate split of research funds. This document presents the results of this survey. (Author/HS)

ED 071 582 HE 003 717

Grasha, Anthony F.
Evaluating Teaching: Some Problems.
Cincinnati Univ., Ohio. Inst. for Research and Training in Higher Education.

Pub Date 72

Note—5p.; IRTHE, Vol. 4, No. 3 Spring 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Evaluation Methods, *Evaluation Techniques, *Higher Education, *Professors, *Teacher Evaluation, Teacher Improvement, Teaching Quality

In the process of teacher evaluation, much needs to be taken into account other than a teacher's activities and behaviors inside the classroom. Also to be considered are the teacher's fixed goals for a particular class, his attitude toward his students, his peers' attitudes toward him, and an instructor's professional activities. Who should conduct the evaluation of teachers is something to be taken very seriously. Some possibilities are an independent evaluation agency, interested students, faculty and administrators in a college, or perhaps a committee composed of junior and senior members of a department. Who does it depends on what purpose the evaluation is to serve. Information derived from an initial evaluation should be used as feedback for the instructor in order that he might understand what others view as his faults. Then, a follow-up evaluation should be conducted to answer the following questions: (1) Did the instructor make an attempt to improve what he or she was doing? (2) Are the instructor's values with regard to things like professional research, writing and community service compatible with the institution's values? (3) Do colleagues perceive the instructor as a valuable member of the faculty? and (4) Have students reported that what they learned from the course, in class and out, helped them in decisions about what to major in, post-graduate study or on the job? The answers to these questions should help to determine whether the faculty member should be promoted or given tenure. (HS)

ED 071 583 HE 003 718

This Is TCCP.
Institute for Services to Education, Washington,
D.C.

Pub Date [72]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Planning, *Educational Improvement, Educational Innovation, *Higher Education, *Negro Colleges, *Negro Education
Identifiers—TCCP, Thirteen College Curriculum Program

The Thirteen-College Curriculum Program (TCCP) is a massive innovative curriculum program that focuses on the curriculum needs of freshmen and sophomores in predominantly black colleges, and through this curriculum and its development seeks to effect educational changes within the institutions participating in the program. The developmental efforts of the TCCP have been focused on developing course content in English, mathematics, social science, physical science, and biology in the freshman year and humanities and philosophy in the sophomore year. This paper presents discussions of the history, development and accomplishments of the program, and individual descriptions of the curricular components within the fields mentioned above. (Author/HS)

ED 071 584 HE 003 719

Gibb, Richard D.
Graduate Programs in South Dakota State Colleges and Universities.

South Dakota State Regents of Education, Pierre.
Pub Date 14 Jun 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Improvement, *Educational Quality, *Graduate Study, *Higher Education, *Manpower Needs, Statewide Planning

In 1971, the South Dakota Regents of Education adopted a resolution that stated that all graduate programs at South Dakota State University, the University of South Dakota, South Dakota School of Mines and Technology, Northern State College, and Black Hills State College be rejustified to the Regents. If such programs could not be rejustified, they were to be dropped from the degree offerings at the institutions. In a study of graduate education in the State as a whole, it was found that: (1) the need for Ph.D. graduates from South Dakota colleges and universities is not present, and there is only limited need for its master's graduates; (2) improved quality of graduate education calls for fewer graduate programs and strengthening those remaining; and (3) grad-

uate programs of quality are expensive and will require large amounts of state funds if they are to be continued and improved. Included in the report is a listing of those graduate programs that have been suspended and those that have been continued at each of the State colleges and universities. (HS)

ED 071 585 HE 003 720

Allen, James E., Jr.

An Open University/External Degree Program for Massachusetts. Recommendations Concerning a Possible Organizational Structure.

Pub Date 12 Oct 71

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Degree Requirements, Educational Opportunities, *External Degree Programs, *Higher Education, *Independent Study, *Special Degree Programs, *Statewide Planning, University Extension

Interest in the establishment of external degree programs and programs for off-campus higher education has been accelerated throughout the country by the recognition of the need for new approaches to the extension and improvement of higher education opportunity and for ways of reducing the cost of education to both students and taxpayers. State and national college proficiency examination programs were inaugurated during the past decade, continuing education programs expanded, and colleges without walls or open universities established. Increased emphasis on the external degree is a logical outgrowth of these developments. In spring 1971, the Chancellor of the Massachusetts Board of Higher Education appointed two study teams to (1) study the feasibility of an external degree program as a means of providing an alternate form of higher education in Massachusetts; and (2) develop recommendations concerning a possible administrative and organizational structure for the proposed external degree program. This document presents the results of the second study, and the conclusions and recommendations are based on information about the Massachusetts higher education system obtained from reports and memoranda, from analysis of legislation, from personal interviews with leaders of government and higher education, and from information about plans for the implementation of external degree programs elsewhere in the country. (Author/HS)

ED 071 586 HE 003 721

Ryba, Gary

Senior Attitudes on Current Issues.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Oct 70

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Changing Attitudes, Civil Rights, *Higher Education, *Social Attitudes, *Student Attitudes, *Student Opinion

In the spring of 1969, questionnaires were sent to a random sample of all 1969 seniors at the State University of New York at Buffalo to gather information of student attitudes concerning civil rights, Vietnam, poverty, selective service, and East-West differences. Of the 106 men and 90 women that responded to the questionnaire, a majority of students reported there had been a change in their thinking on the issue of civil rights since their college experience, especially in the areas of increased awareness, increased knowledge, or greater concern regarding this problem. A majority of students indicated that their attitude regarding the way in Vietnam had changed since they entered college, with 75% stating unequivocally that they were against U.S. involvement in Vietnam and that we should withdraw our troops. The problem of poverty seemed to be more of an enigma to students than the problems of civil rights or Vietnam; there were fewer specific positions taken and fewer solutions proposed than for either of the 2 previous questions. More than twice as many students said that they had changed their thoughts on the issue of selective service, with 74% against the draft as it existed at that time or beginning to question its advisability. A sizeable number of students indicated that their views on the issue of East-West differences had changed during their college years, and most students spoke specifically of Russia and the United States in their

responses, rather than in the more vague terms of East and West. (HS)

ED 071 587 HE 003 722

Ryba, Gary

Student Reaction to Campus Disruption: Spring '69.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Apr 70

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, College Students, *Demonstrations (Civil), *Higher Education, *Student Attitudes, *Student Opinion

The spring of 1969 at the State University of New York at Buffalo was a time of student protest. The student's demands for change involved both campus and off-campus issues: (1) that students control 50% of the voting power in university decisionmaking; (2) that black students determine university policy affecting them; (3) that the Buffalo Police Commissioner be removed from office; (4) that all defense research on the campus be halted; (5) that students be given a legitimate role in determining departmental issues, such as wages and tenure for professors; (6) that the work force constructing the new university campus be fully integrated; (7) that the university refuse to cooperate with federal and local investigating officers; and (8) that ROTC be stripped of accreditation, to become merely an extracurricular club. At the same time the demonstrations were taking place, the university was conducting interviews with members of the junior class on their perceptions of the university experience. Although none of the interview questions dealt directly with the demonstrations, many students made comment on them and their reactions to the events surrounding the unrest. Such comments reflect frustration, distrust, hope, indignation, personal commitment, or apathy. This document presents some of the comments on the matter. (Author/HS)

ED 071 588 HE 003 723

Youthpoll: 1971 Freshman Class.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, *College Freshmen, Demonstrations (Civil), *Higher Education, Social Attitudes, *Student Attitudes, *Student Opinion

This document presents the results of the Youthpoll, a survey administered to 1971 freshmen at the State University of New York at Buffalo. The survey was designed to find if students approved of the named activity, have participated in it, or would participate in it in the future. The activities under question were: carrying picket signs; taking soft drugs (marijuana, etc.); taking hard drugs (heroin, etc.); demonstrating non-violently for a just cause; demonstrating non-violently for any cause; taking alcohol; circulating petitions; cheating; using tobacco; writing to public officials; demonstrating violently for a just cause; demonstrating violently for any cause; tutoring non-white minority group students; and campaigning for public officials. Other questions were designed to elicit attitudes concerning the 18 year-old vote; the honesty of government officials; student rights to protest; hippies; activists; police involvement in campus demonstrations; racial protests; adults; and pollution control. (HS)

ED 071 589 HE 003 724

Dolinsky, Frances

Freshman Class Status Report: 1970-1971. Part II, Biographical Data.

State Univ. of New York, Buffalo. Univ. Research Office.

Report No.—SUNY-Study-25

Pub Date Dec 70

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, *Family Background, *Family Characteristics, *Higher Education, *Student Characteristics

This report provides biographical data about the 1970 freshman class at the State University of New York at Buffalo. Also included is a comparison of the 1970 freshmen with the 1964, 1967, and 1968 freshman classes. Some of the major findings of the study are: (1) In 1970 for

the first time, 3% of the freshmen were married, and a similar percentage reported that they were over 22 years of age. (2) With regard to guardianship, 88% of the 1970 freshmen reported their father as male guardian, compared with 98% in 1964 and 94% in 1968. (3) The largest percentage of fathers and mothers were reported in 1970 as being high school graduates. (4) A reversal of trends in 1970 showed an increased percentage of families earning less than \$5,000 (9%) and a decreased percentage of families earning between \$10,000 and \$15,000. (5) For the first time, in 1970, the largest number (56%) of freshmen reported high school averages between 90 and 94, compared with 25% in 1964 and 38% in 1968. (6) There has been considerable increase in the number (25% in 1970) of students who were undecided about their vocational goal. (HS)

ED 071 590 HE 003 725

Inventory of Opinions and Expectations, 1971 Freshman Class.

State Univ. of New York, Buffalo. Univ. Research Office.

Report No.—SUNY-Study-26

Pub Date Nov 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Expectation, *Higher Education, *Student Attitudes, *Student Characteristics, *Student Opinion

This document reports the findings of the Inventory of Opinion and Expectation as administered to 1178 incoming freshmen at the State University of New York at Buffalo during the fall of 1971. It was found that the typical freshman at SUNY/B is a public high school graduate who found high school courses boring, repetitious and uninteresting, yet who anticipates a challenge in colleges. Most of the high school homework was written exercises and assigned readings, and the freshman expects assigned readings and independent research as the most frequent type of work assignment. Primary reasons for the students' coming to college were: (1) preparation for specific career; (2) preparation for a more interesting job; (3) to learn to interact with people better; and (4) liberal (general) education. The problems the students expected to encounter dealt with choice of vocation, personal identity, finance, military service, and choice of major. (HS)

ED 071 591 HE 003 726

Institutional Profile of Concordia Senior College, Fort Wayne, Indiana.

Concordia Senior Coll., Fort Wayne, Ind.

Pub Date 1 Sep 71

Note—152p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Accreditation (Institutions), *Church Related Colleges, *Higher Education, *Institutional Research, *Upper Division Colleges

Concordia Senior College is part of a larger system of higher education developed by the Lutheran Church-Missouri Synod for the training of men and women for professions in the church. This institutional profile was prepared for a review by the North Central Association of Colleges and Secondary Schools in consideration of renewal of accreditation. Included in the profile of this upper-level institution is the nature, mission, and development of the college; the faculty, library, physical and financial resources of the college; the organization and administration in carrying out the college's task; the academic program; the development of student life and campus worship; conditions of faculty service; and future planning for the college. (HS)

ED 071 592 HE 003 727

Perry, Charles E.

"The First Thousand Days."

Florida International Univ., Miami.

Pub Date 6 Jul 72

Note—11p.; Speech presented before the Florida State Board of Regents, July 6, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Commuting Students, *Educational Innovation, *Educational Planning, *Higher Education, Nonresidential Schools, *Upper Division Colleges, *Urban Universities

This document presents a speech by the President of Florida International University concerning the creation of the institution. Florida International is an upper-level college located out-

side of Miami. The institution has been innovative in its physical structure as well as in its educational philosophy. Located at the site of the abandoned Tamiami Airport, the institution has utilized the control tower and old hangars as administrative and faculty office buildings. Two new multipurpose buildings have also been constructed at the site that will be used as classroom buildings. The institution is designed to be a completely commuter school, but it is hoped that apartments will be constructed nearby for those students who desire to live outside of commuting distance. The philosophy of the institution is urban oriented with an inbuilt community service program as its main core. FIU is also internationally oriented, and faculty and students alike are to reflect the international flavor that is evident in the Miami area. The institution opened its doors for the first time to students in the fall of 1972, just 2 months after the present speech was presented. (HS)

ED 071 593 HE 003 728
Developments in Internal Management at Texas Southern University and Fisk University. A Project Synopsis.

Southern Regional Education Board, Atlanta, Ga. Inst. for Higher Educational Opportunity.

Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Educational Planning, *Higher Education, *Negro Colleges, *Negro Education

The nation's traditionally black colleges and universities face new responsibilities as their purposes are redefined to meet the needs of a pluralistic society. To undertake these responsibilities efficiently and effectively, sound internal management practices must reinforce and stabilize institutional services. Such practices must also undergird program objectives so that the total effort will be built on structural soundness. This report illustrates actions taken by two black universities in formulating significant program components and in developing them through changes in internal management. These actions reveal implications for other institutions, whether traditionally black or predominantly white. (Author)

ED 071 594 HE 003 730

Meloni, Alex
Transfer of College Credits and Off-Campus Learning.

United States Association of Evening Students, Collings Lakes, N.J.

Pub Date 8 Apr 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Credits, *Educational Mobility, Evening Colleges, *Evening Students, *Higher Education, Part Time Students, *Transfer Policy

In response to numerous complaints from evening college students across the country, a study on transfer of college credits was sanctioned by the United States Association of Evening Students (USAES). The purpose of this report is to emphasize and make administrators, deans, and faculty of institutions of higher education aware of problems associated with transfer credits as students become more mobile. The report reflects the issues at hand including off-campus learning, and what trends are being implemented to reform the educational process in terms of credentials. The study concludes that a locally, regionally, or nationally organized agency should be formed to oversee and monitor transfer credits. Further, there must be cooperation among the evening college deans and administrators in the form of scheduled meetings in order to make this program feasible. It is hoped that such meetings are encouraged among local colleges so they could periodically review related course requirements for ease of transfer credit evaluation. (HS)

ED 071 595 HE 003 731

A Guide to Educational and Training Programs in Maryland Health Careers.

Maryland Hospital Education and Research Foundation, Lutherville.

Pub Date [72]

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Occupations, *Health Occupations Education, *Health Personnel, *Higher Education, *Paramedical Occupations, *Professional Education

The Maryland Hospital Education and Research Foundation (MHERF) is a private, non-profit organization whose objectives are: (1) to coordinate, improve and standardize continuing education and training programs for health personnel in Maryland; (2) to coordinate, accelerate and extend existing health career information activities in the state and to institute new methods for reaching and counseling the available labor market; (3) to seek to assure manpower development and work force stability in Maryland by encouraging more effective utilization of human resources; and (4) to seek adequate funds to stimulate and support innovative research and education directed toward accomplishing the Foundation's goal. This guide provides basic information on professional and technical health-related educational programs in Maryland and is intended to be a convenient reference for guidance counselors and prospective health workers. The guide lists and describes the educational programs offered and presents information on available scholarship and loan programs. (Author/HS)

ED 071 596 HE 003 732

Godwin, Winfred L., Ed. Mann, Peter B., Ed.

Higher Education: Myths, Realities and Possibilities.

Pub Date Nov 72

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Accountability, Educational Coordination, Educational Finance, *Educational Improvement, *Educational Innovation, Educational Needs, *Educational Planning, *Educational Strategies, *Higher Education, Universal Education

This volume is a collection of papers and presentations given at 3 meetings sponsored by the Southern Regional Education Board between May and July 1972. Taken collectively, these articles provide valuable insight into, and vital information about, the problems facing both academicians and public officials as they prepare for the future of postsecondary education across the nation. That future is beset with obstacles, and the hurdling of them is complicated by the emergence of new publics to be served and simultaneous demands for new forms of service. It is hoped that this volume will help in the search for perspective and in the sorting of alternatives aimed at greater diversity and accountability in higher education, both in its traditional and its new forms. (Author)

ED 071 597 HE 003 733

Collins, Anne M. Sedlacek, William E.

Counselor Ratings of Male and Female Clients.

Maryland Univ., College Park. Counseling Center.

Report No.—MU-CC-RR-8-72

Pub Date 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Programs, Counseling Services, Educational Counseling, *Females, *Higher Education, *Sex (Characteristics), *Sex Differences, Student Characteristics

The present study is a preliminary effort to delineate areas in which male and female clients in a university counseling center are viewed and/or treated differently. Ratings of 565 female and 645 male clients at the University of Maryland Counseling Center were made by 13 Ph.D. level counselors (9 male and 4 female) on 16 evaluation questions. Five of the 16 items showed significant differences between ratings of male and female clients. The main difference seemed to be that females were more often judged to have social-emotional problems and males were more often seen as having vocational-educational problems. No large differences were apparent between male and female counselors in their client ratings, but clients of both sexes seemed more likely not to show up for their first interview with a female counselor than for the first interview with a male counselor. The opposite tended to be true, however, of client no-show behavior for other than the first interview. The results of this study are discussed in terms of sexual stereotypes and future directions for research. (Author/HS)

ED 071 598 HE 003 734

Internship Handbook.

Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date [72]

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, *College Students, *Field Experience Programs, *Higher Education, *Internship Programs

The Resources Development Internship Program of the Western Interstate Commission for Higher Education has 5 major objectives: (1) to provide constructive service projects for students seeking to supplement their classroom learning experiences; (2) to provide opportunities for students to demonstrate their exceptional abilities and gain valuable professional experiences; (3) to encourage students to consider careers and citizen leadership in programs of resource development and to provide a pool of trained personnel for future recruitment by sponsoring agencies; (4) to provide dedicated, skilled manpower drawn from students at colleges in the west who are available to work on local projects; and (5) to provide another opportunity for cooperating through WICHE with other western institutions to improve higher education in the west. This document describes the internship program operation, its administration, the responsibilities of WICHE in the program, the terms of internship appointment, and guidelines for the writing of final reports. (Author/HS)

ED 071 599 HE 003 735

Goebel, Carl

Evaluation of the WICHE Intern Program in the State of Oregon.

Oregon State Univ., Portland.; Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date Feb 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, College Students, *Field Experience Programs, *Higher Education, *Internship Programs, *Program Evaluation

This paper is the result of a limited analysis of the WICHE internship program directed by the Urban Studies Center at Portland State University, Portland, Oregon. The methodology used for analyzing the internship program was carried out primarily through the use of 2 questionnaires. One was used for the interns and the other for information-gathering from the agencies in which interns had been placed. Both intern and agency reported feeling that the program is worthwhile. The agency considers the program valuable because: (1) information for decisionmaking can be gathered cheaply; (2) technical staff, not otherwise available to the agency, is provided; and (3) a link between the agency and the academic community is formed. The student intern finds the worth of the program in: (1) the personal satisfaction of working in agencies that deal with the betterment of a community; (2) the remuneration that the intern receives; (3) the increased knowledge acquired in one particular area of study; and (4) the increased capability of investigating all other study areas. It was felt that improvement and increased numbers of staff are needed in the field and the WICHE offices in order to maximize the success of the program. (Author/HS)

ED 071 600 HE 003 736

MacDougall, Barrett

Oregon's WICHE Intern Program.

Oregon State Univ., Portland.; Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date [72]

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Field Experience Programs, *Higher Education, *Internship Programs, *Program Evaluation, Program Improvement, *Program Planning

Identifiers—*Oregon

During 1971, Carl Goebel prepared for the Western Interstate Commission for Higher Education (WICHE) a report entitled "Evaluation of the WICHE Intern Program in the State of Oregon." In this evaluation he pointed out a number of the deficiencies, as well as the strengths of the program. In concluding, Goebel made a number of suggestions and recommendations as to how the program could be modified so as to make it even more useful for potential as well as actual sponsoring agencies and interns.

This report contains a narrative history of the recruitment of agencies and students for the Oregon WICHE Intern Program during 1972, with special reference to the criticisms and recommendations of the Goebel Report. Secondly, it contains a progress report on the local administration of the program during the summer of 1972, and finally, it contains a summary of work and planning already in progress for 1973. (Author/HS)

ED 071 601 HE 003 737

Feinstein, Otto

From Education for People to People for Education. The Rise of the Bureaucratic Planning System in Higher Education.

Pub Date 8 Apr 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Philosophy, *Educational Planning, *Educational Trends, *Higher Education, Planning

The hypothesis presented in this paper is that there is a clear and powerful trend in U.S. higher education in the direction of people for education rather than education for people; that this trend has reached the point of actually redefining the operational notion of education and people; that it applies to both students and faculty; and that it is currently the dominant trend in U.S. higher education. Further, the hypothesis of bureaucratization of higher education is explained in detail, with emphasis on its structural origins and its implications for the future of higher education. (Author/HS)

ED 071 602 HE 003 738

An Annotated Bibliography on Graduate Education 1971-1972.

National Board on Graduate Education, Washington, D. C.

Pub Date Oct 72

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Educational Research, *Graduate Students, *Graduate Study, *Higher Education

This bibliography summarizes the most recent literature concerning graduate education. It is intended to be selective rather than exhaustive in its coverage, and the subject matter is mainly restricted to the traditional areas of graduate education. Representative publications focusing on or directly related to graduate education that were available for review during the period July 1, 1971 to August 1, 1972 are included. (HS)

ED 071 603 HE 003 739

Annual Report of the Carnegie Corporation of New York 1972.

Carnegie Corp. of New York, N.Y.

Pub Date 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, *Educational Finance, *Financial Support, *Foundation Programs, *Higher Education

This annual report of the Carnegie Corporation presents a listing of the grants made by the corporation during the fiscal year ended September 1972; a listing of books published as a result of the grants awarded during that year; the general report of the secretary for the year; and the report of the treasurer including the accountants' opinion of the financial position of the Carnegie Corporation, the financial statements of the corporation, and the 1972 schedules. In addition, a report of the president of the corporation is included that deals with the need to revitalize the charitable deduction. The general public, it seems, is not interested enough in making tax deductions to give to higher education the money that it needs. More and more people are using the standard deduction instead of itemizing their deductions as is encouraged by the government. (HS)

ED 071 604 HE 003 740

Robinson, Roberta L. Sedlacek, William E.

Attitudes Toward Student Activities.

Maryland Univ., College Park. Counseling Center.

Report No.—UM-CC-RR-10-72

Pub Date 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *Higher Education, *Recreational Activities, *Student Interests, *Student Personnel Programs

An anonymous poll concerning student activities was given to 1,325 undergraduate students at the University of Maryland to determine the kinds of activities in which students are likely to participate. Students showed little interest in large scale, organized, traditional types of activities, but seemed more interested in concerts, campus speakers, and student discussion groups. Student attitudes appeared to become more negative with age or increased exposure to the university, and female students were generally more interested in activities than males. (Author/HS)

ED 071 605 HE 003 741

The Evergreen State College Bulletin 1972-73 and Catalog Supplement 1972-73.

Evergreen State Coll., Olympia, Washington.

Pub Date 72

Note—202p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Development, *Educational Change, Educational Improvement, *Educational Innovation, *Experimental Colleges, Experimental Programs, *Higher Education

This catalog of Evergreen State College, a college in Olympia, Washington that first opened its doors to students in September 1971, presents an overview of the unique academic program offered at the college. Information is given on courses offered in the past, information concerning supporting services, policies and procedures to be followed in the admission and registration process, the means and manner of governance at the college, and accreditation information. Credit may be earned at Evergreen by means of (1) coordinated studies or (2) contracted studies. Methods of learning include: participation in seminars, lectures, tutorial conferences, and workshops; performance of assignments in reading, writing, and other forms of communication; individual research and creative projects in the natural sciences, social sciences, humanities, arts, and many interdisciplinary combinations; cooperative education by working in offices, agencies or businesses; field trips, community service projects, and overseas study; completion of self-paced learning units and College Level Examination Program tests; and involvement in public presentations and performances. A supplement presents the specific schedule and course offerings for academic year 1972-73. (HS)

ED 071 606 HE 003 742

Bosetti, R. A.

A Rationale for Organization and its Application to Existing and Proposed Structures for Advanced Education in Alberta. Alternative Futures. Master Planning Monograph 5.

Alberta Colleges Commission, Edmonton.

Pub Date Oct 71

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Educational Planning, *Graduate Study, *Higher Education, International Education, Organization, *Statewide Planning

This paper was prepared in response to a need for a rational basis upon which to analyse and appraise existing and proposed organizational structures for advanced education in Alberta, Canada. The Rationale for Organization developed in Chapter 1 is based on a humanistic philosophy that views man as free and capable of infinite perfectibility through experience and education. Chapter 2 is devoted to applications of the Rationale for Organization to existing and proposed organizational structures for advanced education. Chapter 3 presents and analyzes 6 alternative structures for organization. The final chapter presents a recommended alternative for coordination and governance of the advanced education system. The recommended model includes a system coordinating structure consisting of an educational policies commission having an executive arm in the form of a department of advanced education. Institutional governance is provided through boards of governors for each institution. The model also provides for a judiciary function to be performed by both the policy commission and by an external agency, and for an advisory function to be performed by the professional staff of the department and by an Academic Advisory Committee. (Author/HS)

ED 071 607 HE 003 743

Thiemann, Francis C.

Alternative Patterns of Governance for the Alberta Post-Secondary Educational System. Alternative Futures. Master Planning Monograph 2.

Alberta Colleges Commission, Edmonton.

Pub Date May 71

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Educational Objectives, *Educational Planning, *Higher Education, Organization, *Statewide Planning

The purpose of this paper is to suggest several alternative patterns of organizing Alberta's present post-secondary educational system. This purpose is achieved by: (1) examining the generally accepted goals of higher education; (2) advancing several arguments for and against government intervention; (3) an analysis of several plans now in operation in North America; (4) a description of the existing organizational structure in Alberta's post-secondary education; (5) presenting several alternative models that would consolidate the existing structure; (6) recommending a model and giving the logistics for its adoption; and (7) the presentation of an ideal model. (Author/HS)

ED 071 608 HE 003 744

Survey of Changes in Graduate Programs in Higher Education (Tables).

American Council on Education, Washington, D.C. Higher Education Panel.

Pub Date Jun 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Doctoral Programs, *Educational Change, *Graduate Study, *Higher Education, *Masters Degrees

This document presents charts reflecting changes in graduate programs in U.S. universities from 1970-72 and projected changes to take place between 1972 and 1974. Charts are presented by: (1) changes in doctoral and master's programs by type and control of institution; (2) changes in doctoral programs by rating of institution; (3) changes in science and engineering doctoral and master's programs, by type and control of institution; (4) changes in science and engineering doctoral programs, by rating of universities; (5) doctoral and master's programs initiated, eliminated, and inactive by field; (6) the relation of changes in doctoral and master's programs to number of institutions and to estimated number of departments by field; (7) reported reasons for starting doctoral and master's programs, 1970-74; (8) reported reasons for eliminating doctoral and master's programs, 1970-74; (9) principal reported reasons for starting doctoral and master's programs by field; (10) other contributing reported reasons for starting doctoral and master's programs by field, 1970-74; (11) principal reported reasons for eliminating doctoral and master's programs, by field, 1970-74; (12) other contributing reported reasons for eliminating doctoral and master's program by field, 1970-74. Also included is a discussion of the changes in graduate programs in science and engineering as presented by the National Science Foundation. (HS)

ED 071 609 HE 003 746

The Contributions of Business Management to Higher Education Management.

Academy for Educational Development, Inc., Washington, D. C. Management Div.

Pub Date Nov 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, *Educational Administration, *Higher Education, *Management, *Management Development

Management is a structure of authority and responsibility and a process of direction and motivation whereby the stated purpose of people working together within a particular enterprise with a particular supply of resources and with a particular technology can be accomplished. Higher education could probably learn from business management, but only within limitations and with an understanding that the roles of the two social institutions are different and the methods of operation are different. If institutions of higher education are to learn from business management,

ment, they should first know more about business operations and, second, they should adapt those practices that will lead to improved performance in educational efficiency (the utilization of resources) and effectiveness (the quality of output). (Author/HS)

ED 071 610 HE 003 747
Enrollment by Academic Program Fall 1968 Through Fall 1971.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.
Report No.—SUNY-OIR-33
Pub Date Jul 72
Note—365p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Demand, *Educational Supply, Enrollment, *Enrollment Rate, *Enrollment Trends, *Higher Education

As the State University of New York has become more complex in response to the educational needs of its constituency, it has developed curricular offerings of a widely expanded scope and variety. This document has as its purpose to show enrollment in academic programs at each of the campuses for fall 1968 through fall 1971. The report is in two parts, each arranged by level of award. Part One shows the enrollment of campuses and the programs they offer. Part Two shows the enrollment in programs system-wide as well as the campuses at which they are offered. (Author/HS)

ED 071 611 HE 003 748

Dunworth, John Bottomley, Anthony
Potential Economies of Scale at the University of Bradford.

Bradford Univ. (England).

Spons Agency—Department of Education and Science, London (England); Organisation for Economic Cooperation and Development, Paris (France).

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, Educational Planning, *Higher Education, International Education, Management Systems, *Planning, *Program Budgeting, *Student Costs, *Unit Costs

This document presents the results of a study that had as its purpose the determination of unit costs for undergraduate degree graduates by discipline at the University of Bradford in Great Britain in academic year 1981. The study is based on enrollment projections as made by present enrollment trends, and utilizes the techniques of Output Budgeting, part of what is known as Planning-Programming-Budgeting Systems (PPBS) in the U.S. Any approach to attributing costs to particular courses is unavoidably complicated. In practice, virtually every resource used by the university contributes to more than one course and nearly all costs are, in one way or another, joint costs. Academic staff teach and pursue research; technical staff service teaching and research laboratories; classrooms, laboratories and items of equipment are used by students on different courses; materials are purchased on behalf of schools of studies and it is difficult to find the course for which they are ultimately used. Nevertheless, this study tried to discover how each of these components contributes to the expense of producing each student in each discipline. Dealt with are: (1) the components of these costs per student; (2) potential academic staff costs; and (3) potential economies in teaching accommodation costs. (Author/HS)

ED 071 612 HE 003 749
Fisher, Francis D.

An Impression of "The Oakland Project." Considerations Important to the Design of Projects Linking Universities and City Government.

Urban Inst., Washington, D.C.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Feb 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Graduate Students, *Higher Education, *Internship Programs, *Urban Education, *Urban Universities

For five years graduate students in the Oakland Project of the University of California at Berkeley have been working at jobs in the city of Oakland while continuing their studies. This paper

describes the Oakland Project and seeks to extract from it considerations important to the design of any university-city relationship. In the Oakland Project, job-holding students were candidates for the Ph.D. degree in political science and contemplated teaching careers. City jobs provided useful vantage points for student study; at the same time, students rendered modest assistance to the city. The project provided a valuable learning experience that the students are using in their scholarship and teaching. A critical point affecting the utility of the city job experience, both for the student and the city, appeared to be the provision by the city of trained employees to whom the students could have ready access, and who had time to provide guidance and to help channel and absorb student output. (Author/HS)

ED 071 613 HE 003 751

Lederer, Norman

An Inventory of Courses Dealing Wholly or Substantially with Ethnic and Minority Groups in the Title 37 Universities (Formerly Wisconsin State Universities System).

Wisconsin Univ., Platteville. Ethnic and Minority Studies Center.

Pub Date Feb 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*African American Studies, *Ethnic Studies, *Higher Education, *Minority Groups, *Negro Education

This document presents an inventory of courses concerned with ethnic and minority studies and groups in the Wisconsin State Universities System. It is an effort to provide a handy, convenient guide for students, faculty, administrators and interested citizens and to increase an awareness of the contributions of the various ethnic and minority groups in the state and in the nation. The inventory was compiled on the basis of a questionnaire mailed in November and December of 1971 to university vice-presidents, deans, department chairmen and faculty at the various state institutions. (HS)

ED 071 614 HE 003 752

Governance and Decision-Making at Evergreen.

Evergreen State Coll., Olympia, Washington.

Pub Date 18 Nov 71

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, *Educational Administration, *Governance, *Higher Education, *Student Participation, Teacher Participation

This document presents a description of the process of governance and decisionmaking at Evergreen State University. The system: (1) calls for the continuous flow of information and for the effective keeping of necessary records; (2) provides for getting the work done and for making decisions where the action is; (3) allows for creative policy making, including a policy initiation process open to any member of the Evergreen community; (4) insists on the speedy adjudication of disputes with built-in guarantees of due process for the individual; (5) has built-in methods for evaluating and, if necessary, changing the system; and (6) attempts in every instance to emphasize the sense of community and to require members of the community to play multiple, reciprocal, and reinforcing roles in the community enterprise. (Author/HS)

ED 071 615 HE 003 753

Social Contract Among the Members of the Community of the Evergreen State College.

Evergreen State Coll., Olympia, Washington.

Pub Date 18 Nov 71

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conduct, *Higher Education, *School Law, *Social Behavior, *Social Environment

In its life as a community, the Evergreen State College requires a social contract rather than a list of specific prohibitions and essentially negative rules. The contract, open to modifications over time and responsive to the changing circumstances sure to attend the institution's future, represents a commitment by each member of the college community to search for the set of agreements that define the spirit that is to be engendered at the college. This document summarizes the discussions to date of the concerns affecting

the relationships of the members of the Evergreen community to themselves, to each other, to the college as an institution, and to the larger society of which the institution is an agency. (Author/HS)

ED 071 616 HE 003 754

Centra, John A.

Strategies for Improving College Teaching. Report 8.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—53p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Instruction, *Educational Improvement, *Higher Education, *Teacher Improvement, *Teaching Methods

This report considers a number of ways to improve or reform college instruction. The methods discussed vary from those that would attempt to change what the teacher does to those that would change primarily what the student does. Which particular way one chooses to improve instruction undoubtedly depends on one's underlying philosophy of education. At one extreme, there are those who believe that the teacher's role is to help pass on a body of knowledge to students. While students are expected to put forth effort, a good deal of the responsibility for what students learn rests generally with the teacher, and improving teaching often means finding ways to improve such things as the organization of the course and the teacher's classroom performance. At the other extreme, there are those who believe that the responsibility for learning rests with the student, and that the teacher functions as a manager, a facilitator of learning who directs and motivates students when necessary. Improvement in this latter instance means helping the teacher to both develop and implement whatever techniques will cause students to learn more. In sum, the strategies for improving college teaching presented in this report, like the various roles for the teacher, cover a wide spectrum. (Author/HS)

ED 071 617 HE 003 755

Academic Freedom and Faculty Responsibility.

Evergreen State Coll., Olympia, Washington.

Pub Date 18 Nov 71

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Freedom, *College Faculty, *Higher Education, Professors, Teacher Evaluation, *Teacher Responsibility, *Teacher Welfare, Tenure

Presented in this paper is an outline of the policy at Evergreen State College concerning faculty evaluation, faculty reappointment or nonreappointment, and program review and institutional self-study. Within the policy is the belief that the principles governing academic freedom and faculty responsibility at Evergreen must apply to all members of the faculty and not just to senior members in some instances and junior members in other instances. The college: (1) intends to encourage and reward a professional kind of cooperation among faculty that in turn will produce a spirit that will allow strengths and special talents to be shared, and weaknesses and special handicaps remedied, by mature confrontation and mutual help; (2) is agreed that the single most crucial factor regarding the ultimate effectiveness or ineffectiveness of the educational programs will be the relative vitality of faculty seminars; (3) expects all faculty members to lead seminars outside their areas of primary expertise; (4) expects all faculty members to alternate between the 2 major instructional modes—coordinated studies and contracted studies; and (5) will decide on faculty reappointment and nonreappointment after consideration of records of achievement, or the lack of such records. (HS)

ED 071 618 HE 003 757

Hind, Robert E. And Others

The Evaluation of University Teachers: An Application of a Theory of Evaluation and Authority.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SCRD-TR-32

Bureau No.—BR-5-0252

Pub Date Dec 72

Contract—OEC-6-10-078

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Methods, *Faculty Evaluation, *Higher Education, *Performance Criteria, Research, *Teacher Evaluation, Teaching

This paper reports on an investigation of the evaluation of teaching and research at Stanford University in the School of Humanities and Sciences. It was found that professional colleagues had far more influence on organizational rewards and penalties than did administrative superiors. Evaluations of research had far more influence than did evaluations of teaching. Since the faculty expended considerable effort on teaching, many wanted a better balance between effort and reward. For teaching, students were influential evaluators, since teaching performances were more visible to them. For research, colleagues in other institutions were influential evaluators, since the visibility of published research made the boundaries of the University permeable. Overall, for both teaching and research, department colleagues and department heads were the most influential evaluators. Faculty members' satisfaction with the evaluation process was positively associated with the perceived dependence of their discipline on theory. Greater dependence on theory in a discipline was associated with more perceived agreement among evaluators, and more agreement among evaluators was positively related to satisfaction with the evaluation system. (Author/HS)

ED 071 619 HE 003 758

Medsker, Leland L.

The Global Quest for Educational Opportunity.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Bureau No.—BR-5-0248

Pub Date 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Equality, *Educational Opportunities, *Higher Education, *International Education, Nondiscriminatory Education, *Universal Education

There is presently an international trend toward egalitarianism in postsecondary education. It is not known where the trend started, but all over the world a new receptivity to the extension of educational opportunity has gained a sturdy foothold among educators and public officials. This document reviews the current trend toward education for the masses, and the quest for egalitarian education in Europe, the British Commonwealth, Chile, Asia and the Pacific. Certain issues and problems involved in providing mass education are discussed with the idea of solving the problem. (HS)

ED 071 620 HE 003 760

Beuf, Ann. And Others

Penn Women's Studies Planners Summer Project Report. A Descriptive Analysis of the Results of a National Survey.

Pennsylvania Univ., Philadelphia.

Pub Date 72

Note—92p.

Available from—Penn Women's Studies Planners, 3601 Locust Walk, Philadelphia, Pennsylvania 19174 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Improvement, Educational Innovation, *Feminism, *Higher Education, Sex Discrimination, *Womens Education, *Womens Studies

This report is a summary of the findings of the Penn Women's Studies Planners Summer Project of 1972. It is a descriptive analysis of the information obtained from responses to a questionnaire that solicited the cooperation of a nationwide sample of scholars in the gathering of data on the status of women's studies in general and within specific disciplines, their opinions on the need for women's studies programs, and the structural forms such programs should take. Most of the respondents set forth arguments in favor of a women's studies program. The major arguments for such a course of action were the neglect of such studies in the past by existing disciplines and the need to fill the resulting gaps in knowledge and correct inaccurate and stereotyped images of

women through teaching and new research in women's studies. Most of the respondents had some experience with women's studies: 43 had organized or in some other way participated in a women's studies program, and 87 had taught courses on women within their disciplines. (Author/HS)

ED 071 621 HE 003 761

Eurich, Alvin C. Tickton, Sidney G.

Long-Range Planning and Budgeting at Colleges and Universities.

Academy for Educational Development, Inc., Washington, D.C.

Report No.—AED-Pap-6

Pub Date [72]

Note—19p.

Available from—Academy for Educational Development, 1424 Sixteenth Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Administration, *Educational Planning, *Higher Education, Management, Management Systems, *Planning

The need for planning in higher education is more urgent today than ever before. This paper argues that planning is the only method by which colleges and universities can reasonably expect to come to terms with the financial, social, and political crises of our times. Pioneering efforts over the past generation to develop the budget as a principal planning tool must be fused with a comprehensive method for overall planning. This paper further describes the characteristics of an adequate plan and the essential steps in carrying it out. Finally it is suggested that the failure of college and university administrators to plan will only mean that someone else will do the planning for them. This could mean reliance on federal support, a dependency that could well have consequences that no one in higher education would welcome. (Author)

ED 071 622 HE 003 762

Shell, Helene I.

A Profile of Upper-Level Colleges.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.; Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—4p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (1 to 10 copies \$.15 each; over 10 copies \$.10 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bachelors Degrees, *Graduate Study, *Higher Education, Junior Colleges, *Undergraduate Study, *Upper Division Colleges

The expansion of the junior and community college movement in the U.S. has created a significant problem for the traditional 4-year colleges and universities. A recent report indicates that there are more than 250,000 students seeking to continue their educations following completion of their junior college curricula, and 4-year colleges do not have the facilities to accommodate these additional students. Upper-level colleges and universities (institutions offering junior and senior year baccalaureate programs as well as programs leading to master's and doctoral degrees) are seen as one solution. This paper presents a brief history and reviews the advantages associated with upper-level colleges, describes how several of the institutions are capitalizing on the opportunities available for innovation, discusses how they are coping with the problems they are confronting, and offers some recommendations concerning the creation of upper-level colleges. (Author)

ED 071 623 HE 003 763

Mayville, William V.

A Matter of Degree: The Setting for Contemporary Master's Programs.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AAHE-R-9

Pub Date Jan 73

Note—51p.

Available from—Publications Department, American Association for Higher Education, One Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Degree Requirements, *Degrees (Titles), *Graduate Study, *Higher Education, *Masters Degrees

Many educators believe the master's degree as it has evolved is of questionable significance as a graduate research degree. Others believe the master's signifies a level of professional and academic accomplishment suitable for either the world of work or as a teaching certificate. This report reviews the history and development of the master's degree, the standards required for the earning of the master's degree and its significance, the master's degree in the fields of psychology, science and engineering, international relations, law, and public health. A review is also presented of the master's degree as it trains its recipient to teach in the community or junior college or the college and university, or to be an administrator in the elementary and secondary schools. (HS)

ED 071 624 HE 003 780

Hood, Paul D. Banathy, Bela H.

Design of a Functional Competence Training Program for Development, Dissemination, and Evaluation Personnel at Professional and Paraprofessional Levels in Education. Volumes I and II; Attachments One and Two.

Far West Consortium for Development, Dissemination, and Evaluation Training.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Researcher Training.

Pub Date 31 Jan 73

Grant—OEG-0-71-1194

Note—340p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Educational Development, Educational Improvement, *Educational Researchers, Evaluation, Evaluation Techniques, *Higher Education, Preservice Education, *Professional Training, *Research and Development Centers, Researchers

The mission of the Far West Consortium for DD&E training is to design, develop, implement, and evaluate a comprehensive and transportable training program to meet the demand for trained personnel in educational development, dissemination, and evaluation (DD&E). The program provides both preservice training and continuing education to upgrade those already employed in the field of educational research and development. The content of training has been derived by assessing personnel training needs and conducting task analyses. Training is organized around 8 functional competence areas: (1) planning and design; (2) collection and organization of information and data; (3) communication skills; (4) developmental engineering; (5) evaluation; (6) problem analysis and definition; (7) dissemination and marketing; and (8) management. In addition to the main report, a volume of appendices presenting such items as descriptions of competence areas, resumes of professional personnel, and trainee information and 2 attachments presenting the approach to competence assessment and the program of instruction are also included. (Author/HS)

ED 071 625 HE 003 781

Ecker, George Paul Baldrige, J. Victor

Academic Politics, Morale, and Involvement: Preliminary Findings of the Stanford Project on Academic Governance.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRD-TR-100

Pub Date Jan 73

Contract—OEC-6-10-078

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Decision Making, *Educational Administration, Educational Research, *Governance, *Higher Education, *Institutional Research, Professors

This document was prepared as a preliminary report on the findings of the Stanford Project on Academic Governance, a comparative study of the politics of decisionmaking in colleges and universities in the United States. The project is

using data gathered from faculty members and administrators in a sample of 249 colleges and universities, as well as information obtained from the College Entrance Examination Board (CEEB), the College Blue Book, and each institution's catalog. The study sought to answer 3 specific questions: (1) Who makes what decisions in colleges and universities? (2) What difference do these decisions make in terms of the conditions for professional involvement in teaching and research? and (3) What are the impacts of differences in decisionmaking structures in terms of faculty involvement in, or alienation from the academic governance process? In addition to answers to these questions, charts are presented indicating admission selectivity according to type of institution; enrolled-application ratio by type of school; financial resource base; average faculty size according to type of institution; student body size; library size; faculty age profile; percent of female faculty members; percent of faculty members holding Ph.D. or its equivalent; percent of faculty having published one or more books; and the percent of faculty members having published one or more articles. (Author/HS)

ED 071 626 HE 003 782

Cope, Robert G. And Others

A Study of the Relationship Between Quality Instruction as Perceived by Students and Research Productivity in Academic Departments. Final Report.

Washington Univ., Seattle. Coll. of Education. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-J-010

Pub Date Nov 72

Contract—OEC-X-72-0021

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Quality, Evaluation Methods, *Higher Education, Institutional Research, *Research, *Teacher Evaluation, *Teaching Quality

This report presents the findings of a study of the relationship between quality teaching and reputation for research and publication in 17 academic departments at the University of Washington. A specially prepared student rating of teaching form was administered in the spring of 1972. The results from the student ratings of instruction were compared with these departments' national ranking in the most recent American Council on Education rating of graduate programs. The results did not indicate that a relationship exists between the student perception of quality of instruction and the reputation departments have among peers for research and publications. The results did show, however, that the relationship between student ratings and research reputation differed according to field of study, and that the results of current research do enter into the instruction received in advanced courses. (Author)

ED 071 627 HE 003 803

Lopez, Ronald W. Enos, Darryl D.

Chicanos and Public Higher Education in California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Dec 72

Note—211p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Ethnic Groups, *Higher Education, *Mexican Americans, *Minority Groups, *Statewide Planning

This study was designed to provide an overview of Chicanos in public higher education in California. This overview describes both the major circumstances of higher education as they affect Chicanos and the characteristics of Chicanos in higher education. The analysis includes assessments and evaluations of the Chicano experience in higher education in both quantitative and qualitative terms. Recommendations include policy or policy alternatives that fall within the responsibility of the legislature and the various other institutions that direct the state's colleges and universities. (HS)

ED 071 628 HE 003 817

Duster, Troy

Aims and Control of the Universities: A Comparative Study of Academic Governance in Sweden and the United States.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-5-0248-2-5

Pub Date 72

Contract—OEC-6-10-106

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, *Comparative Education, *Educational Administration, Educational Research, *Governance, Governing Boards, *Higher Education, *International Education, Power Structure

This is a comparative study of university control in Sweden and the United States with particular attention to the question of what difference it makes as to which segment of the university community controls a particular aspect of university life and university function. It is an exploration of the problem of the relationship between the structure and content of an institution and the interests of those who control the institution. The first part of the study is a survey and analysis of the views and ideology of governing board members of major U.S. universities. This is compared in the second part with the views and ideology of the central administrators of the Swedish university system in the Ministry of Education and the Chancellorry. The last sections compare the respective functions of U.S. faculty and students with Swedish faculty and students in their structural organizational capacities to influence policy at the university. While the Swedish model of student participation, organization, and control are suggested in modified version for the American audience, the U.S. version of departmental or institute diversification among faculty, both in substantive areas and in administrative control, is suggested for the Swedish audience. (Author/HS)

ED 071 629 HE 003 818

Miller, David

Open Universities in the United States. Four Models and Recommendations.

Department of Health, Education, and Welfare, Washington, D.C. Office of Telecommunications

Report No—HEW-OS-72-206

Pub Date Oct 72

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Experimental Colleges, Experimental Schools, Extension Education, *External Degree Programs, *Higher Education, *Open Education, Open Enrollment, *University Extension

This report discusses briefly the concept of open education and its application at the college and university level. Efforts already underway in the United States and abroad are covered in two appendices. Four models of open universities are described in some detail. One model is based on the extension of community college activities. The second model assumes a close relationship with one or more four-year institutions. The third model is based on a nationwide network of relatively independent neighborhood learning centers, and the fourth model is an elaboration of existing efforts to provide postgraduate professional education by television lessons. Each model is broken into four component systems: a learner access system, a distribution system, a production-procurement-storage system, and a credentialing system. In addition to model descriptions, seven recommendations are proposed as steps that can expedite the growth of open universities in the United States. (Author)

ED 071 630 HE 003 824

Askew, Thomas A.

The Preparation of an Annotated Bibliographical Guide to Selected Research Studies Related to the Small College, 1965-1971. Final Report.

Council for the Advancement of Small Colleges, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-C-060

Pub Date 8 Dec 72

Grant—OEG-3-71-0099

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Colleges, *Educational Research, *Higher Education, *Research Methodology, *Small Schools

Identifiers—*Small Colleges

This document presents an outline of the processes used in compiling and annotating an approximately 560-entry bibliography dealing with the small college. The entries are comprised of books, articles, dissertations, and other studies published on the small college from 1965 through 1971. The actual bibliography is to be published soon by the Council for the Advancement of Small Colleges in conjunction with the ERIC Clearinghouse on Higher Education. (HS)

ED 071 631 HE 003 825

Van Dusen, Albert C. Britson, Robert C.

University-Urban Interface Program Phase IV. Progress Report 2.

Pittsburgh Univ., Pa. University Urban Interface Program.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0725

Pub Date Dec 72

Grant—OEG-29-480725-1027

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Action, *Community Programs, *Higher Education, *School Community Relationship, Urban Education, *Urban Universities

The University-Urban Interface Program at the University of Pittsburgh is a program that has been in operation since 1969. The program had several goals at the outset dealing with (1) minority and community services; (2) campus development; (3) communications; (4) the long-range Pittsburgh goals project; and (5) university governance for community relations. This document summarizes the progress of each of the projects individually as well as the program as a whole as it moves into its final 6 months of operation. (HS)

ED 071 632 HE 003 826

Miller, David C. Hunt, Ronald L.

A Graduate-Level Survey of Futures Studies: A Curriculum Development Project. Final Report.

California State Univ., San Jose.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Pub Date 31 Aug 72

Contract—OEC-9-71-0023(057)

Note—316p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Curriculum Development, *Educational Technology, Graduate Study, *Higher Education, *Instructional Media, *Multimedia Instruction, *Teaching Methods

Identifiers—*Futures Studies

An introductory graduate level course curriculum for Futures Studies was conceived, designed, and tested within the Cybernetic Systems Program and the Instructional Technology Department, School of Education, California State University, San Jose. The curriculum consists of a series of 15 learning modules including 2 devoted to a standard study procedure, and 13 treating the following concepts: the time-line appraising futures reports; futures studies methods; change; alternative futures; forecastability; confidence in forecasts; attitudes toward futures; causality and futures; manageability of futures; values and futures; transcendental change; and stability. An experimental offering of the course emphasized student development of multimedia presentations and demonstrated the basic viability of both the curriculum and the multimedia approach. (Author)

ED 071 633 HE 003 827

Morris, Michael R.

A College Student Organization for Promoting Student to Student Academic Assistance. Final Report.

Wisconsin Univ., Oshkosh.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-1-E-019

Pub Date Nov 72

Grant—OEG-5-71-0009(509)

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Improvement, Educational Innovation, Experimental Programs, *Experimental Teaching, *Higher Education, Student College Relationship, Student Developed Materials, *Student Participation

The Academic Advancement Co-operative, a student-to-student assistance program designed to provide increased opportunity for academic achievement among students at the University of Wisconsin-Oshkosh, has operated successfully for more than 2 years, during which time it has been of service to a great many college students. As a Federally-funded model program, its main contribution has been to shed some light on the feasibility and practicality of such an innovative program and to provide experience that may prove useful to those in other institutions who wish to establish similar academic assistance programs. As the evaluation presented in the present report shows, the program, while successful and rewarding to all who participated, fell far short of its anticipated aims. However, as the result of this experience, the dynamics of a student-to-student assistance program are now much better understood, and it is anticipated that this knowledge will prove useful, and will be widely disseminated. (Author/HS)

ED 071 634 HE 003 828

Chamberlin, Gary D.

Arkansas Educational Research Development Project. Final Report.

Arkansas State Dept. of Higher Education, Little Rock.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program. Bureau No—BR-1-F-089

Pub Date Jan 73

Contract—OEC-6-71-0547(509)

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Educational Research, *Higher Education, Professors, Research, *Researchers, *Research Opportunities, Research Projects

The purpose of this project was to stimulate the incidence and develop the quality of educational research by faculty members in higher education institutions in Arkansas through individual small project grants, intensive institutional educational research development programs, and project development grants. Activities were grouped into 4 areas. The first activity was to provide small grants to individual faculty members to conduct educational research projects. The second was to conduct educational research development programs at institutions to assist them in establishing organizational structures on the campus that were conducive to faculty research activities and to provide small grants on a matching basis to establish faculty research funds. Project development grants were made to institutions to assist in developing programs for significant research, research-related, or instructional programs of an institution-wide magnitude. Related activities were consulting assistance and proposal review by the Project Steering Committee, a reporting conference where faculty members could report the results of their studies to their colleagues, and a publication consisting of the final reports of the individual research projects that was circulated throughout the state. (Author/HS)

ED 071 635 HE 003 836

Stark, Nola And Others

Report of the Chancellor's Advisory Committee on the Status of Women at UCLA.

California Univ., Los Angeles.

Pub Date 30 Jun 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Equal Opportunities (Jobs), *Feminism, *Higher Education, *Sex Discrimination, *Women Professors, *Womens Education

It is the opinion of the Chancellor's Advisory Committee on the Status of Women at UCLA that women at all levels in the university are handicapped. Student women at UCLA are discouraged from majoring in academic areas and from entering graduate school because of the outdated but popular myth that education is wasted on women. Women on the nonacademic staff at the university are also affected by prejudice in various forms. The skills women are urged to acquire, such as typing and shorthand, are remunerated at a rate far lower than that paid for the skills in which men are trained. Indeed, even unskilled men are generally paid more than secretaries. Furthermore, the dearth of on-the-job train-

ing programs at UCLA severely limits mobility, trapping many competent women in positions that society has programmed them to seek and accept but which are unworthy of their abilities. Women who persist and earn graduate degrees are rarely accepted into teaching positions at UCLA and most often content themselves with positions in less prestigious universities and colleges. (HS)

ED 071 636 HE 003 837

Martin, James S.

Data Element Dictionary: Student. Second Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No—WICHE-TR-33

Pub Date 72

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Students, *Educational Planning, *Higher Education, Management, Management Information Systems, *Management Systems, Planning, *Student Research, Students

This document is intended to serve as a guide for institutions in the development of data bases to support the implementation of planning and management systems. This publication serves to identify and describe those student-related data elements: (1) required to support current National Center for Higher Education Systems (NCHEMS) products; (2) anticipated as being required for future NCHEMS products; and (3) commonly maintained by institutions for operational and reporting purposes. It should be emphasized that the data categories and definitions suggested represent common usage except in those identified instances for which accepted national standards exist. (Author/HS)

ED 071 637 HE 003 838

Martin, James S.

Data Element Dictionary: Course. Second Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No—WICHE-TR-29

Pub Date 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Descriptions, *Educational Planning, *Higher Education, Management, *Management Education, Management Information Systems, *Management Systems

This document is intended to serve as a guide for institutions in the development of data bases to support the implementation of planning and management systems. This publication serves to identify and describe those course-related data elements: (1) required to support current National Center for Higher Education Management Systems (NCHEMS) products; (2) anticipated as being required for future NCHEMS products; and (3) commonly maintained by institutions for operational and reporting purposes. It should be emphasized that the data categories and definitions suggested represent common usage except in those identified instances for which accepted national standards exist. (Author/HS)

ED 071 638 HE 003 839

Collier, Douglas J.

Higher Education Finance Manual: An Overview.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—WICHE-TR-37

Pub Date Dec 72

Contract—OEC-0-71-1381

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Planning, *Financial Problems, *Higher Education, *Management, Management Systems

It has been proposed that much of the financial information provided by higher education institu-

tions is often ill-suited to the needs of planning and management. Most decisionmakers, particularly those at the state and federal levels, have difficulty in relating the financial information provided them to the issues and problem areas they must address. Therefore, the purpose of the Higher Education Finance Manual (HEFM) is to develop formats and procedures for organizing and displaying financial data, maintained in fund accounting terms, to serve the common planning and management needs at the institutional, state, and federal levels. This overview paper is intended to outline the reasons for and methodology employed in the HEFM project and to present that information that is felt to address the common information needs of planning and management at all levels. (Author)

ED 071 639 HE 003 840

Martin, James S.

Data Element Dictionary: Facilities. Second Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No—WICHE-TR-30

Pub Date 72

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Facilities, *Educational Planning, Facility Guidelines, *Facility Requirements, *Higher Education, Institutional Facilities, *Management, Management Information Systems, *Management Systems

This document is intended to serve as a guide for institutions in the development of data bases to support the implementation of planning and management systems. This publication serves to identify and describe those facilities-related data elements: (1) required to support current National Center for Higher Education Management Systems (NCHEMS) products; (2) anticipated as being required for future NCHEMS products; and (3) commonly maintained by institutions for operational and reporting purposes. It should be emphasized that the data categories and definitions suggested represent common usage except in those identified instances for which accepted national standards exist. (Author/HS)

ED 071 640 HE 003 841

Martin, James S.

Data Element Dictionary: Staff. Second Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No—WICHE-TR-32

Pub Date 72

Note—117p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Planning, *Higher Education, *Management, Management Information Systems, *Management Systems, Resource Staff Role, *Staff Role

This document is intended to serve as a guide for institutions in the development of data bases to support the implementation of planning and management systems. This publication serves to identify and describe those staff-related data elements: (1) required to support current National Center for Higher Education Management Systems (NCHEMS) products; (2) anticipated as being required for future NCHEMS reports; and (3) commonly maintained by institutions for operational and reporting purposes. It should be emphasized that the data categories and definitions suggested represent common usage except in those identified instances for which accepted national standards exist. (Author/HS)

ED 071 641 HE 003 842

Martin, James S.

Data Element Dictionary: Finance. Second Edition.

Western Interstate Commission for Higher Education, Boulder, Colo. National Center for Higher Education Management Systems.

Spons Agency—National Center for Educational Research and Development (DHEW/OE),

Washington, D.C. Div. of Research and Development Resources.

Report No.—WICHE-TR-31

Pub Date 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, *Educational Planning, *Financial Needs, *Higher Education, *Management, Management Information Systems, *Management Systems

This document is intended to serve as a guide for institutions in the development of data bases to support the implementation of planning and management systems. This publication serves to identify and describe those finance-related data elements: (1) required to support current National Center for Higher Education Management Systems (NCHEMS) products; (2) anticipated as being required for future NCHEMS products; and (3) commonly maintained by institutions for operational and reporting purposes. It should be emphasized that the data categories and definitions suggested represent common usage except in those identified instances for which accepted national standards exist. (Author/HS)

ED 071 642

HE 003 843

Romney, Leonard C.

Higher Education Facilities Inventory and Classification Manual.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—WICHE-TR-36

Pub Date Dec 72

Note—163p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Facilities, Educational Research, *Facility Guidelines, *Facility Inventory, *Higher Education, *Institutional Research, Space Utilization

This manual describes procedures for collecting higher education building data and room data for use at the institutional level, and for compiling these data for interinstitutional exchange and reporting. The intent is to present procedures that can be uniform in all institutions and are compatible with data collection efforts in other areas. Section 2 of the report outlines general procedures, data collection formats, and data categories for both building data and room data. Section 3 is concerned with the formats of reports to external agencies and with the compacting and aggregating of institutional building data and room data to manageable proportions for system, state, and national purposes. Section 4 deals with the use of facilities inventory data at the institutional, state, and national levels and discusses possible linkages of the facilities inventory data with other data to enhance decision-making. Section 5 is treatment of special problems and answers a series of typical questions that were asked during the field review of this document. Section 6 is the Appendix to the manual, containing codes and definitions for the categories of building and room data, and Section 7 is the index to the manual. (HS)

ED 071 643

HE 003 844

Martin, Warren Bryan

Alternative Forms of Higher Education for California.

California State Legislature, Sacramento. Joint Committee on the Master Plan for Higher Education.

Pub Date Dec 72

Note—137p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Change, *Educational Innovation, Experimental Colleges, *Experimental Programs, *Higher Education, *State-wide Planning

Provision needs to be made in California for alternative educational forms because: (1) there is currently a great deal of dissatisfaction with prevailing arrangements, and since there is no agreement on one ideal form or system, the best procedure is to set up probes of alternative futures; (2) the needs of society, like those of individual aptitudes and interests, vary and change; (3) the public segments and the variety of private educational alternatives in the context of social pluralism; and (4) the notion of diversity is consistent with the best American traditions. This document presents some rationales for various alternative forms of higher education that might be implemented and that have been implemented in California. (Author/HS)

ED 071 644

HE 003 845

O'Toole, John F., Jr. Rosove, Perry E.

California Supply and Demand for College Educated Manpower in Selected Occupations.

California State Coordinating Council for Higher Education, Sacramento.

Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Jun 72

Note—180p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Graduates, *Employment Opportunities, *Higher Education, Job Market, *Labor Supply, *Manpower Needs, Statewide Planning, Subemployment, *Unemployment

In a society that has traditionally emphasized the economic value of a college education, large numbers of college graduates in California are reporting great difficulty in finding employment, particularly during the past few years. The principal purpose of this study was to examine the relationship between projected college educated manpower needs in California and the supply of graduates in selected academic disciplines or fields of study from the state's 4 segments of higher education. Another important purpose of the study was to determine the extent to which projections of college and university graduates in selected occupations are expected to meet the state's manpower needs in terms of surpluses and shortages. The study was also designed to identify major state agencies and educational institutions within California that are charged with significant roles in manpower planning and development, a description of those roles and functions, and to determine their interrelationships. (HS)

JC

ED 071 645

JC 730 014

Graybeal, William S.

Faculty Salary Schedules in Community-Junior Colleges, 1971-72.

National Education Association, Washington, D.C. Research Div.

Report No.—NEA-RR-1972-R9

Pub Date 72

Note—67p.

Available from—NEA Customer Service, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 435-25508, \$1.50; Quantity Discounts for NEA members only)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*College Faculty, *Community Colleges, Educational Research, Faculty, *Junior Colleges, Post Secondary Education, Reports, Salaries, Salary Differentials, *State Surveys, Statistical Data, *Teacher Salaries

This report is the fifth in a series covering salary schedules used in 2-year institutions. The salary schedules reported in this study cover 49,271 full-time faculty members. They represent 62.7 percent of total full-time faculty in 2-year colleges in 1971-72. The first section of this report contains an overview of the major types of salary schedules being used by the 499 public and 38 nonpublic 2-year colleges, followed by detailed reviews of scheduled minimum and maximum salaries, increment structures, and salaries scheduled state-wide. The next section provides a listing by institution of scheduled minimum and maximum salaries and numbers of increments for those institutions not withholding permission for the publishing of these data. The last section provides examples of some schedules containing provisions for recognizing several components of faculty merit. The unit of information in this report is the institution, rather than the individual faculty member. Thus, when information is interpreted to apply to faculty personnel, it should be weighted toward conditions in the large institutions. (Author/CK)

ED 071 646

JC 730 015

Strasser, William C.

New Wine and New Bottles: A Proposal for "Mosaic Programming," A Different Approach to General Education for Colleges and Universities.

Montgomery Coll., Rockville, Md.

Pub Date [72]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, Bibliographies, College Credits, Colleges, Community Resources, Course Content, *Educational Change, Educational Planning, *General Education, Guides, Higher Education, *Instructional Materials, *Interdisciplinary Approach, Relevance (Education), *Schedule Modules, Teacher Role

For the purposes of meeting the demands of the twentieth century, it is recommended that colleges adopt a form of mosaic programming. The elements of the structural framework for such programming are: (1) All general education courses should be organized as learning modules of one academic credit hour in equivalency, with written course goals and learning objectives for each course or module, the content to be in an interdisciplinary context as much as possible; (2) The academic calendar should be designed in time modules of about six weeks each; (3) Self-paced learning and instructional materials should be used extensively; (4) Credit should be available by examination and also for equivalent courses satisfactorily completed in high school or other colleges; (5) Community resources should be utilized; (6) Off-campus study should be incorporated in the courses to attract and serve a wide variety of students; (7) Mosaic general education courses could be organized under four major categories: human society, nature and humanity, human communications, and symbol systems; (8) Counseling services, of a non-traditional sort, should be available to students to support the general education courses; (9) Program planning assistants should be available to help the student plan, elect, and schedule his own mosaic general education pattern; and (10) The faculty assigned to teach the general education course should be organized under a particular administrator who would be responsible only for the successful conduct of the program. (CK)

ED 071 647

JC 730 016

Strasser, William C.

Work in Progress -- Toward Mosaic Patterns for Community College English Programs.

Montgomery Coll., Rockville, Md.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies (Education), College Curriculum, *Community Colleges, *Curriculum Design, Educational Change, English Instruction, *English Programs, General Education, Guides, Individualized Instruction, Post Secondary Education, *Schedule Modules

This article principally summarizes: (1) highlights of some of the "work in progress," or developments taking place, in English programs in community colleges, (2) some of the reasons why changes are likely to continue to take place in community college English programs, and (3) a proposal for a "mosaic pattern" that could provide a relatively different future role for English programs in community colleges. Historically, the lower division English courses in universities and senior colleges have been patterned so as to form a required two-academic-year, general-education sequence. Numerous reasons can be cited for the recent, current, and probable future flux and uncertainty about the direction of community college English. University and senior college English faculties have been caught up in the general redefinition of the purposes of higher education and in the changes being effected in collegiate curricular patterns during the past few years. Another reason for the flux is the academic recognition and respectability being accorded the various media systems and symbol systems used by contemporary Americans. Essential mosaic patterns for the English programs could consist of the following elements: (1) The program could be titled something like "American Symbolic Culture"; (2) A mosaic pattern should include a selection of course modules which would support the varied backgrounds of students; (3) The program should allow a maximum of elective choice for the student; (4) The program should provide a means for a student's writing proficiency to be certified; and (5) The program should provide flexible timing arrangements. (CK)

ED 071 648

JC 730 017

A Summary of the Presidents' Conference, Mills College, Oakland, California, June 23-26, 1969.

Spons Agency—California Univ., Berkeley.; College Entrance Examination Board, Palo Alto, Calif.; Mills Coll., Oakland, Calif.; Stanford Univ., Calif.; Wright Inst., Berkeley, Calif.

102 Document Resumes

Pub Date Jun 69

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, *College Role, College Students, Conference Reports, Higher Education, *Negro Students, *Presidents, *Student Attitudes, Student College Relationship, Universities

An attempt is made to present highlights of the various sessions of a conference of college presidents. The conference is summarized under several headings: (1) How students of color feel and behave as representatives of their culture, (2) What the students of color want, what they are proposing to do, and what they think should be done, (3) The White radicals—what they are saying and how they are received and understood by others, (4) Institutional response: included here are both what the Presidents had to say about what they are doing and supposed to do and also various analyses of the college or university as a social institution, and (5) What is to be done, what is being done. (Author/CK)

ED 071 649

JC 730 018

Brightman, Richard W.

Anticipating Changes in Enrollment Growth.

Coast Community Coll. District, Costa Mesa, Calif.

Pub Date Dec 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Community Colleges, *Enrollment Projections, *Enrollment Trends, Post Secondary Education, Statistical Data

Identifiers—*California

Recent trends in full-time equivalent enrollment (FTE) at the Coast Community College District to the contrary, the District should anticipate a reduction in FTE enrollment growth rates over the next few years and, perhaps, a reduction in FTE enrollments absolutely. Evidence leading to this conclusion consists of reductions in population, high school enrollment, and issued building permit growth rates as well as reduction in numbers of units enrolled in by day college students. (Author)

ED 071 650

JC 730 019

Caldwell, J. H., Comp.

Current Research on Grading Systems of Possible Significance to Junior Colleges. (An Annotated Bibliography).

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, Achievement Rating, *Annotated Bibliographies, College Credits, *Community Colleges, Credit No Credit Grading, *Grades (Scholastic), *Grading, *Junior Colleges, Pass Fail Grading, Research Reviews (Publications)

Published articles about grading systems in general are listed in the first section of this annotated bibliography. A brief abstract of each article is provided. In the second section, Some Marking Systems in Current Use, credit grading policies used by nine community and junior colleges are described. (KM)

ED 071 651

JC 730 020

Kiffer, Theodore E. Burns, Martha A.

Human Services Occupations in the Two-Year College: A Handbook.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date May 72

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, Child Care Occupations, *Community Colleges, Curriculum Development, *Curriculum Guides, Day Care Services, Fire Protection, Food Service Occupations, Government Employees, Health Services, *Human Services, Law Enforcement, Library Technicians, Recreation, Social Services, *Subprofessionals, Surveys, Teacher Aides, *Vocational Education, Welfare Services

This handbook is intended as a guide for community college administrators in setting up human services programs. (Human services programs refer here to training programs for paraprofessionals involved in helping people.) Data were gathered from 176 two-year colleges regarding

the human services curricula offered in 1970-71. In Part I, the survey is described, as well as the human services student and curriculum in general. In Part II, nine human services fields are presented: (1) child day care; (2) education—library and teacher aides; (3) fire prevention; (4) government services; (5) hotel, motel, and food services; (6) law enforcement; (7) health; (8) parks and recreation; and (9) social work. For each field, initiation of the program, costs, faculty, students, curriculum (including examples of specific college curricula), accreditation, employment opportunities, and suggestions are explored. A brief section about programs that closed is included. Four appendixes—a bibliography of social problems that relate to human services needs, a taxonomy of human services occupations, a mailing list (of participating two-year institutions), and a copy of the questionnaire for human services curricula and accompanying letter—are provided. A bibliography and a list of selected publications available from the Center for the Study of Higher Education are also included. (KM)

ED 071 652

JC 730 022

Yarrington, Roger, Ed.

An Agenda for National Action: Equal Opportunity for All.

American Association of Community and Junior Colleges, Washington, D.C.

Pub Date 73

Note—140p.; Report of the 1972 Assembly of the American Association of Community and Junior Colleges

Available from—American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Wash., D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Community Colleges, *Conference Reports, *Educational Finance, *Equal Education, *Junior Colleges, National Programs, Post Secondary Education, Program Planning, Social Factors, Speeches, Student Needs

The proceedings of the first Assembly of the American Association of Community and Junior colleges are provided. Discussion focused on the availability of educational opportunity for all. This book is a compilation of the background papers and the Assembly report. Papers are: "Student Constituencies/ Real and Potential"; "The Future Student at Brookdale"; "Potential Students: Los Angeles Grade-Technical College"; "The Needed Institutional Response"; "The Auraria Campus: Response to the New Student"; "The Needed State and Local Support"; "The Needed Federal Support"; "The Necessity of Coordinating State and Federal Support"; and "A National Agenda for Community-Junior Colleges." (CK)

ED 071 653

JC 730 023

Spyers-Duran, Peter

A Review of Curriculum Development for Library Technicians in Junior Colleges.

Pub Date [71]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Course Content, *Curriculum Development, Curriculum Guides, *Junior Colleges, Library Skills, *Library Technicians, *Nonprofessional Personnel, Post Secondary Education, Technical Occupations, Vocational Education

Identifiers—American Library Association, Civil Service Commission

The Library Technician Program of community colleges has been endorsed by the American Library Association (ALA). The ALA's definition of a library Technical Assistant is "a person with certain specifically library-related skills—in preliminary bibliographic searching, for example, or utilization of certain mechanical equipment—the performance of whose duties seldom requires him to call upon a background in general education." The US GS 1411 has influenced the development of the library para-professional movement to a large degree. The Library Education Division of the ALA established the distribution of courses to be taken by technical assistant students in three areas: (1) general education courses; (2) library technical specialty courses; and (3) courses related library technical skills. Louis Shores in "Library Technician: A Professional Opportunity" allocates 64 semester hours as follows: 40 hours general education, 12 hours library education (Library Use, Library Organiza-

tion, Technical Processes, Public Service Operations, Graphics, and Business Methods), and 12 hours for electives. A check of some 40 California public junior colleges' catalogs showed that the most common courses were library fundamentals, public service, technical processes, and reference work. It is felt that junior colleges should respond to the changing needs for education of prospective and practicing para-professionals. (DB)

ED 071 654

JC 730 024

Ohberg, M. H. G.

Hiring Junior College Faculty: Operational Priorities. Social and Academic Pressures Add New Demands.

Pub Date [71]

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Degrees (Titles), Disadvantaged Youth, Educational Research, *Junior Colleges, Post Secondary Education, Social Factors, Teacher Background, *Teacher Employment, *Teacher Qualifications

To examine the factors that operate in the hiring of faculty by community colleges, an experiment was conducted at the peak of the 1971 job rush by three graduating job seekers who were interested in the developmental student and the community college concept. One job seeker was a BS candidate from a predominantly black college; one was a MA candidate from a well-known university; and one was a Ph.D. candidate from a well-known university. Only the Ph.D. had attended a two-year college; all had experience in working with disadvantaged black children and/or college students. No information as to sex, race, or age was offered, and no personal contacts were made. The candidate for the BS degree, who may have been taken as black, received the greatest amount of encouragement and was the only applicant offered the possibility of an interview. The MA applicant received more encouragement than did the Ph.D. As a result of this study, it is concluded that blacks are being sought by community college administrators, perhaps for administrative positions rather than teaching. Thus it appears that the decision to encourage or discourage applicants was made on the basis of expressed characteristic (educational background) and implied characteristic (race). Three tables provide analyses of replies received by the applicants. (DB)

ED 071 655

JC 730 025

The Open Door, or the Revolving Door: Which Way, Texas?

Texas State Legislature, Austin. Senate Interim Committee on Public Junior Colleges.

Pub Date 9 Jan 73

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Role, *Community Colleges, *Compensatory Education, Curriculum Evaluation, *Disadvantaged Youth, Educational Finance, Educational Research, *Junior Colleges, Post Secondary Education, Questionnaires, *Remedial Programs, State Aid, Student Characteristics, Tables (Data), Technical Reports

Identifiers—*Texas

To ascertain whether the needs of disadvantaged students were being met by the public community colleges of Texas, a committee was established in March 1972 by resolution of the Texas Senate. This report of the committee study contains the following chapters: 1. The Open Door?—the problem and its dimensions; student population by racial-ethnic group, as compared with county population, and classified as disadvantaged; 2. The Needs of Disadvantaged Students—identified needs; financial aid survey; appraisal of extent to which colleges are meeting identified needs; faculty attitudes; and student questionnaire responses; 3. Special Programs and Services for Disadvantaged Students—varieties of approach; how to evaluate; studies of five Texas colleges; and graduation or transfer credit; 4. Present and Future Needs—funding remedial-compensatory courses; future trends; projected enrollments, 1968-1985; 5. Summary, Findings, and Committee Recommendations. The recommendations included the following: 1. Special courses and programs are vital to meet the needs of disadvantaged students; 2. Junior colleges should encourage enrollment of more disadvantaged students; 3. Recommendations of a 1968 Governor's

committee should be implemented; 4. Remedial courses should receive full funding; 5. Academic courses should be funded by "contract hour"; 6. Programs, workshops, and institutes for training junior college teachers of the disadvantaged should be funded; 7. Rigorous evaluation studies of junior college programs are needed; 8. Junior College officials should seek their share of financial aid funds; 9. Credit for remedial courses should be given; 10. Remedial education should be encouraged. Tables provide data. (DB)

ED 071 656

JC 730 026

Jensen, Mary E.

The Learning Center at Santa Ana College: A Study of Its Development and Operation.

Santa Ana Coll., Calif.

Pub Date Jan 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Counseling, Evaluation Methods, *Institutional Research, *Instructional Materials Centers, *Junior Colleges, Post Secondary Education, Program Evaluation, *Questionnaires, Research Methodology, *Student Attitudes, *Teacher Attitudes, Technical Reports, Tutoring

A study was undertaken in the 1972 Fall semester to evaluate the learning center at Santa Ana College. Questionnaires were administered, on an individual basis with the exception of the faculty, to students, learning assistants, instructors, and counselors regarding their involvement with and opinions about the center. A total of 112 students, 12 learning assistants, 13 counselors, and 43 faculty participated in the study. Results showed that all groups had positive feelings about the learning center, but feel that its services should be increased, including tutoring in more subjects, and that it should be open during evening hours. Recommendations made, based on the study, are: (1) Place the administration of the learning center under instructional services, with a budget for staff, supplies, and equipment; (2) Appoint a full-time director for the learning center; (3) Provide full-time clerical assistance for the center; (4) Increase efforts to inform students of the learning center and to encourage their use of it; (5) Increase efforts to inform instructors of the learning center and encourage them to participate in its activities; (6) Increase the number of disciplines in which tutoring is available; (7) Increase the group review sessions; (8) Schedule evening hours for the learning center; (9) Expand the services of the center to provide a place where students can use supplementary instructional materials in independent study; (10) Provide adequate space that is conducive to learning; and (11) Continue to perform follow-up studies. Appendixes provide the questionnaires used. (DB)

ED 071 657

JC 730 027

Faber, Joan F.

Career Patterns. A Descriptive Analysis of Vocational-Technical Education at Montgomery Community College, 1971-1972.

Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date Nov 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Annual Reports, Career Planning, College Faculty, College Students, *Community Colleges, Curriculum, *Data Analysis, Employment Patterns, Occupational Choice, Sex (Characteristics), Statistical Data, *Student Characteristics, Tables (Data), *Technical Education, *Vocational Education Identifiers—*Montgomery Community College

This third report in a series entitled "Career Patterns" is based on data collected at Montgomery College for the 1971-1972 academic year. The data were collected for 3,115 students and 123 faculty, including instructional aides. The college offered 23 approved vocational-technical programs in 1972. The report data are provided in 15 tables, as follows: I. Descriptive Data of All Students by Curriculum; II. Percentage Distribution of Student Descriptive Data, 1971 and 1972; III. Personal Characteristics of All Students by Occupational Orientation; IV. Age Analysis by Program and USOE Code; V. Enrollment in Occupational Curricula by Class and Sex; VI. Students with Dependents by Curriculum and Campus; VII. Students with Dependents by Sex; VIII. Employment Status by Curriculum; IX. Relationship of Employment to Curriculum; X. Employment Status by Curriculum and Class; XI. Employment Status by Curriculum and Sex; XII. Educational and Vocational Expectations by Curriculum; XIII. Educational and Vocational Expectations by Occupational Orientation and Campus; XIV. Descriptive Data of Faculty by Occupational Orientation; and XV. Analysis of Employment Status by Part-Time Faculty. An appendix provides the Career Survey Card; College Student Record Form; and College Faculty Record Form. (DB)

riculum; IX. Relationship of Employment to Curriculum; X. Employment Status by Curriculum and Class; XI. Employment Status by Curriculum and Sex; XII. Educational and Vocational Expectations by Curriculum; XIII. Educational and Vocational Expectations by Occupational Orientation and Campus; XIV. Descriptive Data of Faculty by Occupational Orientation; and XV. Analysis of Employment Status by Part-Time Faculty. An appendix provides the Career Survey Card; College Student Record Form; and College Faculty Record Form. (DB)

ED 071 658

JC 730 028

Rogers, Ida Long

The Improvement of Instruction in Developing Junior Colleges.

Freed-Hardeman Coll., Henderson, Tenn.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date [71]

Note—35p.

Available from—Freed-Hardeman College, Henderson, Tennessee 38340

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Guides, *College Faculty, College Instruction, Educational Change, Educational Improvement, Effective Teaching, Faculty Evaluation, *Inservice Teacher Education, *Instructional Improvement, *Interinstitutional Cooperation, *Junior Colleges, Program Descriptions, Remedial Instruction, Student Teacher Relationship, Teaching Methods, Teaching Quality

This monograph describes Freed-Hardeman College's effort to improve instruction through a cooperative project with the faculty of George Peabody College for Teachers. The report is intended to be useful to other developing colleges. The faculty development project, mostly funded under the Title III Higher Education Act of 1965, consisted of summer and extended study leaves, faculty travel to professional meetings, interinstitutional visits by faculty members of the two institutions, and consultation by visiting scholars and specialists. The report concentrates on the 1969-70 program. In an effort to organize the report around concerns common to developing colleges in general, visiting scholars' recommendations are grouped under the topics of purpose, faculty development, student-faculty relations, and instructional methods. Recommendations included an emphasis on education rather than training and more active participation by the learner, which requires a new and more active role for the professor. Appendix A provides a list of institutional coordinators, visiting scholars, and faculty participants. Appendix B is an annotated bibliography about teaching in the junior college. (KM)

ED 071 659

JC 730 029

Durham, James A.

Occupational Needs Survey for the Okaloosa-Walton Junior College District.

Okaloosa-Walton Junior Coll., Niceville, Fla.

Pub Date Apr 72

Note—45p.; Survey conducted during July and August, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Planning, Employment Opportunities, *Employment Patterns, Employment Projections, Employment Statistics, *Institutional Research, Job Market, Junior Colleges, Labor Market, *Manpower Needs, *Occupational Surveys, Tables (Data), Technical Reports, *Vocational Education Identifiers—Florida, Okaloosa County, Walton County

A survey was conducted to investigate the employment characteristics of Okaloosa-Walton Junior College's two-county service area and to analyze the community's vocational training needs. Physical and economic characteristics of the district are described. A group of faculty members interviewed persons primarily responsible for employment in 683 businesses. Data were collected relative to: (1) business type; (2) employer's minimum education requirements; (3) whether or not he had employed and/or expected to have need for employment of Okaloosa-Walton Junior College alumni from each of the occupational programs; and (4) certain specifics regarding each job title within the organization—DOT classifications, number currently employed, vacancies, total needs in 1973 and in 1976, estimated turnover rate, and the seasonal demands of the job. Organizations surveyed were classified into the following types: (1) agricultural; (2) wholesale/retail; (3) service trades; (4) construction; (5) transportation and utilities; (6) finance, insurance, and real estate; (7) government; (8) manufacturing; and (9) mining. Estimates of total occupational needs were made by relating the data collected to the expected population totals as reported by the Florida Department of Commerce. A bibliography is provided. An appendix contains a list of project personnel, a copy of the survey form, a list of business types within industrial division, and position needs by job title as reported in survey. (KM)

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ED 071 660

JC 730 030

Harlacher, Ervin L.

The Community Renewal College.

Brookdale Community Coll., Lincroft, N.J.

Pub Date Dec 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Change, *Community Colleges, Community Development, Community Involvement, Community Problems, *Educational Change, Guides, Individualized Programs, *Relevance (Education), School Community Cooperation, School Community Programs, *School Community Relationship, Social Change, Social Problems, Student Participation

The community college should be the catalyst to reverse the downward trend of community change. A community renewal college would serve as a change agent for the betterment of life conditions at the local level. Such a college would unite and improve the community by bringing its residents together and teaching them the attitudes, skills, and knowledge they need to better themselves and society. Community colleges have tried to mitigate the elitism of 4-year colleges, but even they have emphasized degree-oriented curricula. In a community renewal college, students would learn to want to learn, not to get a degree but to gain the necessary tools for a productive life. Three types of learning locales in addition to the central campus would be provided: (1) learning sites all over the community; (2) adjunct centers; and (3) extension centers. Individual learning rates and styles could be accommodated in evaluation and in flexible entry and exit periods for courses. To make this concept effective, all of the college must become more involved in all of the community and vice versa. Community services programs help to accomplish this goal. College administrators must learn to see community problems as shared problems of the campus and must reorder many priorities and rethink many assumptions. At present, however, implementation of the community renewal college concept is hampered by the rules of State education and accreditation agencies. (KM)

ED 071 661

JC 730 031

Brawer, Florence B.

Community College Teacher Preparation: Past, Present, Future.

Pub Date 73

Note—12p.; Paper presented at the American Association for Higher Education Conference, Chicago, Illinois, March 13, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Credentials, Education Courses, Individual Development, Inservice Teacher Education, Institutes (Training Programs), Internship Programs, *Junior Colleges, Self Actualization, Speeches, Student Teaching, Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teaching Programs, Teaching Quality

In the past, people who taught in community colleges had been prepared in one of three ways: (1) a degree and experience in the secondary school; (2) master's degrees in typical academic programs; and (3) for vocational-technical programs, experience in a certain occupation and a little training in pedagogy. Forms of teacher preparation today are roughly the same. Few community college teacher preparation programs offer an adequate core of planned experiences, and too little attention is paid to the literature in post-secondary education. Internships, particularly paid ones, in junior/community college teaching, valuable training experiences, have suffered from the cutbacks prevalent today. But in-

service programs and other teacher developmental programs are increasing. Credentialing is usually left to either universities or State boards of education and is often haphazard. The master's remains the most common degree for community college teaching personnel. The Doctor of Arts in Teaching has recently been introduced as an alternative to the ordinary doctorate. No radical change in teacher preparation or credentialing is anticipated. But it is hoped that greater selectivity and consideration of personality factors will mark future teacher preparation programs. Teacher preparation courses will probably improve, due to more literature on the subject and better dissemination of same. Inservice programs will last only if participants find them effective. It is hoped teacher selection and preparation may someday emphasize development of the whole person as the best way to prepare good teachers. (KM)

ED 071 662

JC 730 032

Gaddy, Dale

A Research Project to Determine the Student Acceptability and Learning Effectiveness of Microform Collections in Community Junior Colleges: Phase II. Final Report.

American Association of Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Jun 71

Contract—OEC-09-180260-3703(095)

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, College Students, *Community Colleges, Courses, Educational Research, Educational Resources, Instructional Materials, *Junior Colleges, Learning Activities, *Microforms, *Pilot Projects, Post Secondary Education, *Student Attitudes, Teaching Techniques, Technical Reports

Five pilot studies were conducted at four two-year colleges in the Washington, D.C. area during the 1970-71 academic year to identify relevant variables for subsequent in-depth examination in this USOE-funded research project which is designed to determine student acceptance and learning effectiveness of microform. Known as Phase II, the year's activities consisted of developing procedures and instruments, evaluating microform equipment, preparing and packaging microform materials, and testing the effects of selected variables that are potentially critical to student acceptance and learning. Phase I (see ED 040 708) sought to (1) identify common courses and programs in community colleges nationally, (2) develop a bibliography for each area, and (3) provide a plan for conducting the study, itself. In Phase II, the examined variables were (1) mode, (2) access, (3) content, (4) format, and (5) image polarity. Experimental students evidenced little resistance to microforms—either roll film or microfiche. It was found that microfiche acceptance is not differentially affected by the above five factors. Data confirmed that students who used learning resource materials in microform learned as well as students who utilized traditional hardcopy materials. (Author/CK)

ED 071 663

JC 730 033

Lach, Ivan J. Olson, Charles

Profile of Lake Land College Students: 1972. A Summary Description of Socio-Economic Characteristics, Academic Characteristics, Special Educational Needs, Educational Aspirations, Enrollment Statistics.

Lake Land Coll., Mattoon, Ill.

Pub Date 26 Dec 72

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Educational Needs, Enrollment Rate, Income, *Junior Colleges, Parental Background, Post Secondary Education, Research, *Socioeconomic Background, Statistical Data, *Student Characteristics, Student Motivation, Vocational Education

A description of the general characteristics of Lake Land College students is presented. Academic and socioeconomic characteristics and special educational needs and educational aspirations are included. The first item analyzed was the net family income, which was found to be slightly lower for vocational-technical students than for college transfer students. Educational background of fathers of college transfer students

is significantly higher than that of fathers of vocational-technical students, but the educational background of the mothers is similar for both groups. Data results show that the student body at Lake Land College is composed of students who have weak academic backgrounds as well as students who have outstanding and average backgrounds. Lake Land students seem to have similar needs as the average of all Illinois, public, two-year college students. A majority indicated interest in receiving either a two- or four-year college degree. (CK)

ED 071 664

JC 730 034

Proceedings: Conference on the Community/Junior College (The University of Tennessee at Knoxville, April 27-28, 1972).

Tennessee Univ., Knoxville.

Pub Date Apr 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Conference Reports, *Educational Administration, Educational Planning, *Educational Programs, *Junior Colleges, Post Secondary Education, Speeches

A collection of papers presented and summaries of discussion groups of a conference on community/junior colleges is presented. Contents are a preface, welcome, three papers, recommendations from work groups, a conference summary, and a list of participants. The papers are as follows: "Nature of the Two-Year College Program and Implications for Transfers," Marie Y. Martin; "Managers for Learning," Edmund J. Gleazer; and "Effective Planning Among Program Areas in Two-Year and Four-Year Institutions," E. C. Stimbirt. Represented at the conference were 49 institutions of higher education, the Tennessee State Department of Education, and five other agencies. (CK)

ED 071 665

JC 730 035

Morrison, James L. Ferrante, Reynolds

Why the Disadvantaged Drop Out: The Administrators' View.

Pub Date [73]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, College Students, *Community Colleges, Disadvantaged Youth, *Dropout Characteristics, Dropout Research, *Educationally Disadvantaged, Emotional Development, Financial Needs, *Minority Groups, Post Secondary Education, Questionnaires, Student Motivation, Student Needs, Surveys

A report focusing on the academically disadvantaged minority group students is presented. Perceptions of administrators in public two-year colleges as to the major reasons for attrition of this group are examined. A pre-coded questionnaire was developed to gather information concerning programs of compensatory education in two-year colleges. It was sent to the chief administrative officer of all two-year institutions participating in an annual research program. One item of the survey instrument listed ten reasons commonly cited in the literature for the attrition of academically disadvantaged minority group students. The chief administrative officer listed the three most important. These were inadequate finances, inadequate emotional stability, and inadequate motivation. A large percentage of respondents indicated that there was a lack of institutional support of such students and inadequate institutional finance for such programs in their institutions. It is concluded that if public two-year colleges are to adequately perform their role in providing educational opportunity for those who thus far have had little chance for higher education, greater effort in terms of energy, financial resources, and support and training of an adequate administrative and teaching staff is essential. (CK)

ED 071 666

JC 730 036

The Impact of Open Admissions on College Environment. Research Report.

City Univ. of New York, N.Y. Bronx Community Coll.

Report No—BCC-RR-1-72

Pub Date Jan 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Admission, *College Environment, College Faculty, Comparative Anal-

ysis, Data Collection, Higher Education, *Measurement Instruments, *Open Enrollment, *Student Opinion, Student Teacher Relationship

Identifiers—*College and University Environment Scales

Data were collected about certain pre-open admissions characteristics of a College, which could serve as a basis for evaluating related post-open characteristics. The College and University Environment Scale was selected for the study, because it seemed to come closest to measuring the dimensions of college "climate" believed to be potentially vulnerable to the new admissions policy, i.e., Scholarship and Campus Morale. College environment is the general style of campus life and institutional context which, hypothetically, colors on-campus experiences. A sample of 300 students was taken for the pre-open admissions evaluation. The College and University Environment Scales (C.U.E.S.) were the instruments used. The 100-item C.U.E.S. questionnaire yields scores on five scales of 20 items each. These scales are Practicality, Community, Awareness, Propriety and Scholarship. Results are reported in terms of difference between faculty and students on individual items as well as scales, and changes between pre- and post open-admissions student and faculty responses. Student-faculty differences center on faculty checking on work completion and quality of teaching and faculty-student relationships. Pre- and post-open admissions changes center on quality of teaching and student-faculty relationships, campus morale, and awareness for student and faculty. Further study is needed before adequate conclusions can be drawn from the findings. (CK)

LI

ED 071 667

LI 004 062

Spicer, Michael W.

A Comparative Analysis of Five Regional Reference and Information Networks.

Ohio State Library, Columbus.

Pub Date 18 Aug 72

Note—36p. (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Cost Effectiveness, *Information Networks, *Library Cooperation, Library Expenditures, *Library Networks, *Library Services, Public Libraries

Identifiers—*Ohio

Increasing demands for more information more quickly has called into serious question the traditionally fragmented nature of library service by creating a need for greater interlibrary cooperation. Libraries have responded to this need by the formation of networks which are nothing more nor less than a formalized tool for interlibrary cooperation. This study of five regional reference networks in the State of Ohio has emerged as an outcome of the cooperation of state and local library personnel. The purpose was to analyze five of the Regional Reference and Information Networks in Ohio from a comparative viewpoint. The networks selected are: Appalachia Improved Reference Services (AIRS), Cleveland Area Interlibrary Network (CAIN), Miami Valley Library Organization (MILO) Information Exchange Project, Southwestern Ohio Rural Libraries (SWORL), and Western Erie Library Development (WELD). The study sought to compare the finance, organization and scope of the networks and to evaluate the networks using three key criteria: service to the patron, time taken to provide the service, and cost of that service. (Author/SJ)

ED 071 668

LI 004 063

Harris, Michael H.

The Purpose of the American Public Library in Historical Perspective: A Revisionist Interpretation.

ERIC Clearinghouse on Library and Information Sciences, Washington, D.C.

Pub Date 72

Note—88p. (122 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chronicles, *History, Library Science, *Public Libraries

Identifiers—*Library Role

The intention of this essay is to serve as a guide to the literature treating the historical

development of the American public library. It also provides a selective analysis of the literature dealing with the role of the public library. An extensive selected bibliography is included along with an appendix which is a short critical essay on the literature on American social history, especially the literature dealing with reform in America. (Author/SJ)

ED 071 669 LI 004 064

Thompson, Ivor William Hansen, Bertrand L. A Technical Analysis of Ontario Universities' Requirements for Library Facilities, 1970-76.

Committee of Presidents of Universities of Ontario, Toronto. Research Div.

Pub Date 12 Jun 70

Note—206p.;(0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Budgets, Foreign Countries, Library Expenditures, *Library Facilities, *Library Planning, *University Libraries

Identifiers—*Canada

The Ontario Council of University Librarians (OCUL) was requested to undertake an assessment of the library facilities that would be required by each university to serve the enrollment projected for 1975-76. After submission of the report a research staff refined the data and analysis, and placed the figures for all universities on a comparable basis. The analysis is presented in two major sections: the first deals with the projected facilities requirements, and the associated capital commitment; and the second deals with the implications of this planning on future operating budgets. The prime objective of this report is to estimate the total capital dollar commitment that the Government of Ontario will be required to undertake to provide minimum library facilities for the 1976 projected enrollment levels determined from a range of current planning factors. The conclusions and data of the report are not intended for use in the allocation of resources at either the system or university level, but only as guidelines to the financial implications of future decision-making. (Author/SJ)

ED 071 670 LI 004 065

Monroe, Elizabeth Jean

Lending Patterns Among Large Borrowing Institutions in KOMRML.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Nov 72

Note—24p.;(5 References); Papers and Reports, No. 13

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Financial Problems, Financial Support, *Interlibrary Loans, *Library Networks, *Medical Libraries, *Regional Libraries

Identifiers—*Kentucky Ohio Michigan Regional Medical Library, KOMRML, Regional Medical Library

During 1970 it became increasingly clear that with limited funds from the National Library of Medicine (NLM), some mechanism would have to be found to control the ever-increasing interlibrary loan (ILL) workload of the Kentucky-Ohio-Michigan Regional Medical Library (KOMRML). It was obvious that NLM could not completely support the document delivery or ILL program and that the KOMRML participating libraries were unable to do so. Some of the cost would have to be borne by the institutions using the system; large borrowers in particular. At the same time, it was necessary to insure access to documents for the medium and small user institutions. To arrange an equitable distribution of funded ILL requests for each institution it was decided to use an augmented quota as a control. The data contained in this study covers the original attempt to learn whether lending took place, by whom and to what extent, plus three six-month periods of data regarding which institutions among the original group lent how much to which other institutions. (Other documents regarding KOMRML are available as ED 035 422 through 035 424, ED 044 147 through 044 151, ED 048 889, 055 622, 060858 and 065153.) (Author/SJ)

ED 071 671 LI 004 066

Conroy, Barbara And Others

Leadership for Change: A Report of the Outreach Leadership Network.

New England Center for Continuing Education, Durham, N.H. Outreach Leadership Network.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—187p.;(21 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, *Librarians, Library Programs, Library Services, *Professional Continuing Education, Public Libraries

The Outreach Leadership Network (OLN) was a regional program of continuing education for public librarians in New England. Federally funded under the Higher Education Act (Title II B), the project began July, 1971, and continued formal activities through October, 1972. The overall goal of the project was that of providing for more effective programs of public library services directed toward presently unserved community groups. OLN sought to provide educational programs which would increase the ability of librarians to plan and launch successful and effective programs to actively extend library services to more citizens than presently were being served. This outreach educational program also served as a training ground for the development of a cadre of public library leaders—librarians not only committed to outreach service but also skilled in program planning and in working with groups. Project activities provided multiple opportunities for outreach-committed librarians to "network" with each other; that is, to share ideas and resources within each state and across state lines. This document contains an administrative report by the OLN project director and a report of the evaluation team. (Author/SJ)

ED 071 672 LI 004 067

Clague, P.

INSPEC SDI Investigation, 1967-1969. Volume I. Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No.—INSPEC-R-71-6

Pub Date 71

Note—145p.; (0 References); Chapters 1 to 11 Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, WC2R OBL, England (5 volumes, HC \$30.86)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economics, Electronics, Foreign Countries, *Information Dissemination, *Information Services, *International Programs, Physics, *Relevance (Information Retrieval), *Use Studies

Identifiers—England, INSPEC, Scientific and Technical Information, SDI, *Selective Dissemination of Information

The performance, economics and acceptability to users of the INSPEC SDI system were investigated in this study. The effect that provision of an SDI service might have on the information-use habits of users was also studied. The sample group of users consisted of 600 individuals of whom 540 were drawn equally from: universities and colleges, government research establishments, and industrial firms. The remaining 60 were small groups of people having common information requirements. A corresponding sample of 600 people was used as a control group. The SDI operation was designed to provide a weekly service to users. All of the methods used to operate the SDI system and the problems encountered are discussed in some detail. The users comments on the service are also included. (Volumes II through V are: LI004068 through 004071.) (Author/NH)

ED 071 673 LI 004 068

Clague, P.

INSPEC SDI Investigation, 1967-1969. Volume II. Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No.—INSPEC-R-71-6

Pub Date 71

Note—134p.;(0 References); Chapters 12 to 16 Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, WC2R OBL, England (5 volumes, HC \$30.86)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economics, Foreign Countries, Indexing, *Information Dissemination, *Information Services, *International Programs, Physics, *Relevance (Information Retrieval), *Use Studies

Identifiers—England, INSPEC, Scientific and Technical Information, SDI, *Selective Dissemination of Information

Volume II of this five volume investigation of the INSPEC SDI system contains discussions of the following topics: (1) Composition of user and control groups and the information use habits of users and controls, (2) thesaurus development and document indexing, (3) problems of printing notification cards and assessing numbers required for each document, (4) recall and precision failure and (5) precision performance of the SDI service. (Volume I is LI004067 and Volumes III through V are: LI004069 through 004071.) (Author/NH)

ED 071 674 LI 004 069

Clague, P.

INSPEC SDI Investigation, 1967-1969. Volume III.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No.—INSPEC-R-71-6

Pub Date 71

Note—130p.;(0 References); Chapters 17 to 31 Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, WC2R OBL, England (5 volumes, HC \$30.86)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economics, Electronics, Foreign Countries, *Information Dissemination, *Information Services, *International Programs, Physics, *Relevance (Information Retrieval), *Use Studies

Identifiers—England, INSPEC, Scientific and Technical Information, SDI, *Selective Dissemination of Information

The third volume of this five volume study of the INSPEC SDI system contains: Recall performance of SDI profiles; Assessment of the Recall performance of the SDI system in relation to particularly valuable articles; Subjective assessment of the SDI system Recall performance; Relation between Precision performance of the system and document indexing; User assessment of the SDI service; Relationship between quality of user's initial statement of information requirements and the subsequent assessment of his profile; Effect of profile analysis and modifications on user's satisfaction with service; Effect of number of document notifications received by user on his relevance assessment; Comparison of relevance assessments based on the full document with those based on card notifications giving varying amounts of document information; Effect of including author names as search terms in SDI profiles; Variation of user satisfaction with compiler of profile; Methods of user interaction in profile compilation; Use made of SDI notifications; Desirability of including material other than English-language periodical articles in the coverage of the SDI service; and Novelty of information provided by the SDI service. (Volumes I and II are: LI004067 and 004068, Volume IV and V are: LI004070 and 004071.) (Author/NH)

ED 071 675 LI 004 070

Clague, P.

INSPEC SDI Investigation, 1967-1969. Volume IV.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No.—INSPEC-R-71-6

Pub Date 71

Note—101p.;(0 References); Appendices 1A to 9B

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, WC2R OBL, England (5 volumes, HC \$30.86)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economics, Electronics, Foreign Countries, *Information Dissemination, *Information Services, *International Programs, Physics, *Relevance (Information Retrieval), *Use Studies

Identifiers—England, INSPEC, Scientific and Technical Information, SDI, *Selective Dissemination of Information

Volume IV of this five volume study of the INSPEC SDI system consists of the following appendices to the study: A proposal to investigate the

selective dissemination of information; Covering letter to questionnaire; Questionnaire: survey of information use; Chasing letter; Letter of invitation to participate; Chasing letter; Statement of information requirements; Letter to heads of university departments; Electronics research workers in universities and technical colleges; Details of sampling; The role of the Project Associate; Size of sample: memorandum; Reasons for withdrawal; periodical scanned for the service; Sundry memoranda; SDI Service questionnaire; and Profile analysis and modification. (Volumes I through III are: LI004067 through 004069 and Volume V is: LI004071.) (Author/NH)

ED 071 676

LI 004 071

Clague, P.

INSPEC SDI Investigation, 1967-1969. Volume V. Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Report No.—INSPEC-R-71-6

Pub Date 71

Note—149p.;(0 References); Appendices 10A to 32A

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, WC2R 0BL, England (5 Volumes, HC \$30.86)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economics, Electronics, Foreign Countries, *Information Dissemination, *Information Services, *International Programs, Physics, *Relevance (Information Retrieval), *Use Studies

Identifiers—England, INSPEC, Scientific and Technical Information, SDI, *Selective Dissemination of Information

The appendices included in Volume V of this five volume study of the INSPEC SDI system are a continuation of those in Volume IV and consist of: Communications with users etc.; Specimen sheets from descriptor file; Time on profile modification and analysis, and user assessment; Profiles compiled by compilers 1, 2, and 3; Proposed comparison of methods of user interaction in compiling and modifying profiles; Letter inviting comments on draft profile; Explanatory letter re. above; Information Requirements - Queries; Notes for visits/interviews; and Alternative form of SDI notifications. (The study procedures are in Volumes I through III and are: LI004067 through 004069. Volume IV which contains the other appendices to the study is LI004070.) (Author/NH)

ED 071 677

LI 004 072

Stuart-Stubb, Basil, Ed.

Books in Canada, 1972.

Canadian Library Association, Ottawa (Ontario).

Pub Date 72

Note—37p.;(15 References)

Available from—Canadian Library Association, 151 Sparks Street, Ottawa, Canada K1P 5E3 (HC \$2.50)

Document Not Available from EDRS.

Descriptors—*Books, Conference Reports, Foreign Countries, Libraries, *Publishing Industry, Symposia

Identifiers—*Canada

A symposium on the Canadian book was intended to provide the delegates to the annual conference of the Canadian Library Association with a survey of current developments in Canadian authorship, book production and distribution, and to explore the relationship which library activities bore to these. This document contains some of the speeches and discussion from that symposium. The Secretary of State reviewed new federal policies in the area of publishing, and reminded librarians of their role in assisting in the realization of the objectives of these policies. The editor of "Books in Canada" summarized the situation of Canadian publishing, and offered opinions on what direction government policy might take. Addresses on the operation and effects of Scandinavia's legislation in public lending rights, on the implications of Canadian studies for future readers, on bookselling in Canada, and to the Canadian Association of Children's Librarians are included. (SJ)

ED 071 678

LI 004 073

Lauterbach, Guy

A Cataloging System for Machine Readable Data Bases.

Pub Date 7 Jun 71

Note—15p.;(2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cataloging, Catalogs, Computers, Computer Science, *Data Bases, Electronic Data Processing

Identifiers—*Machine Readable Cataloging

With the fantastic growth in computerized data processing and management, there arises a great need for improved techniques in cataloging of machine readable data bases. The purpose of this report is to define a system by which computerized data bases may be cataloged for easy reference and availability. Developed from a computer scientist's viewpoint, emphasis was placed on identification of what information should be included in or excluded from such a catalog. A glossary is also included to provide a standard reference base. The objective of the proposed cataloging system is to provide the potential user with information which would help him decide whether or not he would want to use a particular data base. (Author)

ED 071 679

LI 004 074

National Commission on Libraries and Information Science; Annual Report 1971-1972.

National Commission on Libraries and Information Science, Washington, D. C.

Pub Date 31 Jan 73

Note—34p.;(5 References)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5200-00002; \$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, Annual Reports, *Information Science, Information Services, Libraries, *Library Science, Library Services

Identifiers—*National Commission on Libraries and Information, NCLIS

The National Commission on Libraries and Information Science (NCLIS) is a permanent independent agency within the executive branch, established by Congress and signed into law on July 20, 1970. As specified by the enabling legislation, the Commission has been concerned in its initial year with every type of library and with all types of information resources and services. This first annual report summarizes the year's activities under the following headings: meetings and committees, other agencies, regional hearings, working philosophy, major goals, organization of library service, information needs of users, financing of libraries, adequacies and deficiencies of present libraries and information systems, applications of new technology, and improved manpower. Contained in the appendices are: Public Law 91-345 which established the Commission, List of Members, Committees, List of Witnesses at Commission hearings, Contracts awarded, and the Fiscal statement. (The Commission hearings and testimony are available as ED 068 143 through ED 068 145.) (SJ)

ED 071 680

LI 004 075

Lubbock, George, Ed.

International Conference on Training for Information Work; The Proceedings (Rome, 15-19 November, 1971).

International Federation for Documentation, The Hague (Netherlands); Italian National Information Inst., Rome.

Pub Date Sep 72

Note—507p.;(194 References); F.I.D. Publ. 486

Available from—Italian National Information Institute, Via Tiberio Imperatore, 79; 00145 Rome, Italy (10,000 Lire, Approximately \$20.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Conference Reports, *Information Needs, Information Science, *Information Scientists, International Organizations, Librarians, *Training

Identifiers—*Information Science Education

The purpose of this international conference was to analyze and discuss the fundamental aspects of education and training in information work both for specialists and users. This proceedings volume is divided into two parts. Session I concerned the training of information specialists and contains 51 invited and submitted papers. The training of information users was the topic of Session II and has 15 invited and submitted papers. Also included in this volume are conclusions of the conference, three closing addresses, a summary, author index, list of conference attendees addresses, and principal abbreviations used in the text. (SJ)

ED 071 681

LI 004 076

Larson, Dale M.

A Systems Approach to Individualized Library Instruction.

California State Coll., Fullerton.

Pub Date Jan 72

Note—48p.;(7 References); An independent study project for the Library School

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Audiovisual Instruction, Community Colleges, *Individual Instruction, Instructional Media, Junior College Libraries, *Library Instruction, *Library Skills, *Multimedia Instruction, Teacher Developed Materials

Identifiers—*Librarianship

Many attempts to utilize the media in library instruction involve presentations before large groups of students. This study, in contrast, proposes individualized media instruction based on an analysis of the library system. The sound-on-slide self-teaching instructional modules exemplified in the study cover pressure points of needed instruction in the library and provide consistently high quality instruction as needed by the library user on an individual basis. The study includes a thirty frame program for teaching periodical use in a college library. (This paper represents a follow-up of ED 054 765.) (Author)

ED 071 682

LI 004 077

Schwarz, Philip John, Comp.

The New Media in Academic Library Orientation 1950-1972: An Annotated Bibliography.

Wisconsin Univ. - Stout, Menomonie. Media Retrieval Services.

Pub Date Jan 73

Note—30p.;(70 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Audiovisual Aids, Audiovisual Instruction, *Instructional Materials, Instructional Media, *Library Instruction, *Library Skills, Literature Reviews, *Multimedia Instruction, School Libraries, *University Libraries

Identifiers—*Librarianship

A review and report on the literature dealing with the use of media in academic library orientation for the inclusive period of 1950 to 1972 is presented in this paper. In a few cases papers relating to special or high school library orientation have been included when the approach and information is equally useful for academic libraries. The bibliography is divided into two parts. The first part is arranged in alphabetical order by source to assist the reader in searching the literature. Each entry is preceded by an abstract number and a letter. The letter indicates the subject emphasis of the article and corresponds to the subjects listed. The second part consists of an author index. (Author/NH)

ED 071 683

LI 004 078

Foulk, Clinton R. Juelich, Otto C.

Smooth Programs and Languages.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—OSU-CISRC-TR-72-13

Pub Date Nov 72

Note—19p.;(10 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Computer Science, Flow Charts, *Information Science, *Programming Languages

A smooth program is defined to be one which is "go to"-free in the sense that it can be represented by a flowchart consisting only of concatenation, alternation, and iteration elements. Three methods of eliminating the "go to" statement from a program have been proposed: (1) the introduction of additional Boolean variables or the equivalent recomputation of certain quantities in the program, (2) the use of recursive procedure calls, and (3) replacement of the "go to" statement by a restricted form of the "go to" such as the "exit" or "leave" statement. We show that only the first of these is capable of transforming a non-smooth program into a smooth one, since strict application of the recursive procedure method requires the use of a so-called "null procedure" which is in fact also a restricted form of the "go to." (Author)

ED 071 684

LI 004 079

Whittemore, B. J. Yovits, M. C.

A Generalized Conceptual Development for the Analysis and Flow of Information.

Ohio State Univ., Columbus. Computer and Information Science Research Center.
Spons Agency—National Science Foundation, Washington, D.C.

Report No—OSU-CISRC-TR-72-14

Pub Date Dec 72

Note—35p.;(9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Evaluation, *Information Dissemination, *Information Needs, Information Science, Information Systems, *Models

A generalized framework for developing analytical and conceptual relationships involving the flow of information has been suggested. This paper provides further refinement, rigor, and extension for some of the earlier relationships suggested. In particular, a measure of the amount of information is defined as the difference of the value of the decision state of the decision-maker after and before receipt of the message. This measure is universally applicable for all information that is concerned with the effectiveness of the message upon the recipient. It is accordingly called "pragmatic information." The definition is a direct consequence of the interdependence between information and decision-making and of the definition that "information is data of value in decision-making." In order to evaluate this measure of information, it is convenient to use a "generalized information system model" which has previously been proposed and which has virtually universal applicability. Each data set or document has some average amount of information content for a decision-maker of any given "effectiveness." The relationship of this average amount of information as a function of the decision-maker effectiveness is suggested as an important functional relationship that exists for every document. It is called an "information profile" of that document or data set. A typical information profile is suggested. (Author/NH)

ED 071 685

LI 004 081

A Report of State Dissemination Practices.

South Carolina State Dept. of Education, Columbia. Office of Research.

Pub Date 71

Note—76p.;(40 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Educational Programs, *Information Dissemination, Information Networks, Information Systems, *State Departments of Education

The purposes of this document which identifies the dissemination practices of 28 state education agencies are to: provide an up-to-date statement of state dissemination efforts; prepare and distribute these reports at the national conference as a means of encouraging coordination and cooperation; provide a data base upon which various training strategies can be built. These purposes demonstrate the fact that the document is not an attempt to evaluate a dissemination system or to assess state education agency efforts relative to a standard or exemplary dissemination program. Rather, this document is simply a means of relating information on the operational status, staffing and organization, holdings, and services of state education agencies with respect to information dissemination efforts. It should also be noted that these reports were gathered early in 1971 and that there was no given outline or design. (Author/SJ)

ED 071 686

LI 004 082

Mathis, Betty Ann

Techniques for the Evaluation and Improvement of Computer-Produced Abstracts.

Ohio State Univ., Columbus. Computer and Information Science Research Center.

Spons Agency—National Science Foundation, Washington, D.C.

Report No—OSU-CISRC-TR-15

Pub Date Dec 72

Note—275p.;(202 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Abstracting, Abstracts, Algorithms, *Automation, Computers, *Electronic Data Processing, Evaluation, Periodicals
Identifiers—*Automatic Abstracting

An automatic abstracting system, named ADAM, implemented on the IBM 370, receives journal articles as input and produces abstracts as output. An algorithm has been developed which considers every sentence in the input text and rejects sentences which are not suitable for inclusion in the abstract. All sentences which are not

rejected are included in the set of sentences which are candidates for inclusion in the abstract. The quality of the abstracts can be evaluated by means of a two-step evaluation procedure. The first step determines the conformity of the abstracts to the defined criteria for an acceptable abstract. The second step provides an objective evaluation criterion for abstract quality based on a comparison of the abstract with its parent document. Based on the results of this evaluation, several techniques have been developed to improve the quality of the abstracts. These procedures modify the form, arrangement, and content of the sentences selected for the abstract. The revision, deletion, or creation of sentences is performed according to a number of generalized rules which are based on the structural characteristics of the sentences. This modification produces abstracts in which the flow of ideas is improved and which represent a more nearly coherent whole. (Author/SJ)

ED 071 687

LI 004 083

Educational Management Information System; Systems Design.

Nevada State Dept. of Education, Carson City.

Pub Date [72]

Note—136p.;(0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Automation, *Educational Administration, *Management Information Systems, Program Design, Systems Analysis, Systems Development

Identifiers—*Nevada

The primary objective of this analysis was to determine the need for, feasibility of, and conceptual design of an automated educational management information system to serve the staff of the Nevada State Department of Education. The analysis was divided into three general procedural tasks: the assessment of information need, data availability analysis, and the conceptual systems design. The procedure for the analysis that is the subject of this report involved an inspection of the computer processing environment available to the Department, a review of certain automated and manual systems presently in use, careful consideration of the frequency and types of information need, and analysis of several types of information systems with regard to the data to be handled and the known reporting requirements. (Author/SJ)

ED 071 688

LI 004 084

Harris, Margaret P.

A Contribution to Regional Bibliography: Alaska; A Pilot Study in Indexing.

Spons Agency—Alaska State Dept. of Education, Juneau. Div. of State Libraries.

Pub Date Sep 72

Note—112p.;(225 References)

Available from—Margaret Harris, P. O. Box 3102, Fairbanks, Alaska 99701 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographies, Computer Programs, Indexes (Locators), *Indexing, *Information Retrieval, Pilot Projects, Regional Programs, Subject Index Terms

Identifiers—*Alaska

A pilot study to develop a feasible multi-media index to regional material has just been completed. Its primary objective is to develop a tool for general user access to information in various formats by combining old and new methods and techniques of information retrieval. Simple computer programs manipulate the information on 106 sample items to produce a register of the items and the access indexes: issuing body/main entry, title and series, and subject/descriptor. Indexing terms were assembled from headings assigned by Library of Congress, Sears, and "Readers' Guide" as well as from thesauri such as "Thesaurus of Engineering and Scientific Terms" and "Thesaurus of ERIC Descriptors." The report seeks to avoid undefined jargon of both the library and the computer in the 72 pages of discussion and the appendices. It includes a study of the indexes sampled for regional material and an estimate of the quantity of material and the cost of developing the multi-media index it hopes to pilot. It includes an additional 27 pages of computer printout for the 106 items handled. (Author)

ED 071 689

LI 004 085

Banathy, Bela H. And Others

The Educational Information Consultant: Skills in Disseminating Educational Information, A Report on the Development and Operational Validation of Three Alternative Forms of a Transportable Instructional System. Final Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No—BR-6-2931

Pub Date 31 Dec 72

Contract—OEC-0-71-3950(519)

Note—117p.;(8 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Consultants, *Educational Programs, Educational Research, Field Studies, *Information Dissemination, *Information Scientists, *Instructional Systems, Program Development, Training

Identifiers—*Educational Information Consultant, EIC

The development and field testing of an instructional product for the training of educational personnel in dissemination and utilization of research and development information is reported. A new role, that of the Educational Information consultant (EIC), is described. A modular training program, built around the five major processes delineated for that role, is detailed. The development and field testing of three alternative delivery forms of the training, a course form, an institute form, and a learning team form are recounted. Field testing indicated the training program to be effective in imparting basic skills, knowledge, and attitudes to function in the EIC role. The course and institute forms of the training were found to be fully operational, self-contained, transportable training packages. Additional developmental work to bring the learning team form to operational readiness is suggested. (Author)

ED 071 690

LI 004 086

Moore, Maxwell J.

Operations of a Small Computer-Assisted Information Center; The Information Needs of the Users of a Regional Special Education Instructional Materials Center.

Michigan State Univ., East Lansing. Regional Instructional Materials Center for Handicapped Children and Youth.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—17p.;(0 References); Monograph Series No. 10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Centers, *Information Needs, *Information Systems, *Instructional Materials, Instructional Materials Centers, *Special Education, Special Education Teachers, Use Studies

The U.S. Office of Education (USOE) sponsors a Special Education Instructional Materials Network which includes 14 regional centers. One of the tasks of the USOE/Michigan State University Regional Center is the collection and dissemination of the information about instructional and professional materials related to special education. The states served are Indiana, Ohio and Michigan. The major direct information dissemination device to the target population is the Question/Answer Service. A descriptive study of the service details the general nature of information needs of special education-related users. The results are reported by occupational classification, geographic distribution, instructional materials, professional materials, and form of entry to the service. A study of three months usage of a computer-assisted information system in special education gives this picture of a typical user: Teacher from the Lower Peninsula of Michigan who used a copy of the Question/Answer checklist to submit a question about instructional materials in communication skills for the educable mentally handicapped, specifically in the elementary grades. (Author/SJ)

ED 071 691

LI 004 087

A Library Program for Fairfield County, Connecticut.

Little (Arthur D.), Inc., Cambridge, Mass.

Pub Date Sep 68

Note—62p.:(9 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interlibrary Loans, *Library Cooperation, Library Planning, *Library Programs, Library Services, *Public Libraries
Identifiers—*Connecticut

Interviews, questionnaires and on-site visits were used in this study to analyze present cooperative efforts, to determine the feasibility of further cooperative efforts among all types of libraries and to recommend a specific program of interlibrary cooperation for the libraries of Fairfield, Connecticut. From the results collected, the study concludes that the public libraries are not receiving the level of local financial support needed for adequate library service. Further cooperation and coordination of services and materials is therefore recommended. The following specific recommendations are made: the development of a three-year pilot program of interlibrary cooperation, a cooperative acquisitions program, interlibrary loan and reciprocal borrowing, a ready reference service, a major publicity program to increase financial support, and the expansion of certain existing programs. (SJ)

ED 071 692

LI 004 088

Andrew, Janet R., Comp.

Non-Book Materials and the Librarian: A Select Bibliography, Second Edition.

Association of Special Libraries and Information Bureaux, London (England). Audio Visual Group.

Pub Date 72

Note—62p.:(389 References)

Available from—Aslib Audio Visual Group, 20 Flaxman Terrace, London, W.C.1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, Bibliographies, Cataloging, Copyrights, Films, Filmstrips, Indexing, *Instructional Media, *Library Collections, Library Cooperation, Library Education, *Library Science, *Library Technical Processes, Maps, Newspapers, Phonograph Records, Photographs, Slides
Identifiers—Librarianship, *Library Role

The bibliography covers books, pamphlets and periodical articles written in English since 1965, on all aspects of the librarianship of non-book materials. Some earlier publications are included either because of their importance or because there is a lack of more recent literature on the subject. Entries are grouped under broad headings in the main part of the bibliography, with a detailed subject index for more specific search. An author index is included. The broad headings of the bibliography are: multi-media collections and services for school, academic, public, state, national, industrial and medical libraries; single media collections and services—films, maps, newspaper clippings, photographs, slides, filmstrips and sound recordings; cataloging and indexing standards; bibliographic control; interlibrary cooperation; personnel; audiovisual aids; copyright; educational technology; and bibliographies and directories. (Author/SJ)

ED 071 693

LI 004 089

Long Range Program for Library Development in Tennessee.

Tennessee State Library and Archives, Nashville.

Pub Date Jun 72

Note—93p.:(53 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Library Services and Construction Act, LSCA, *State Plans, Tennessee

The comprehensive five-year program identifies the library needs of Tennessee, sets forth the activities to be taken toward meeting the identified needs. It carries out the purposes of the Library Services and Construction Act for the extension and improvement of public library services in areas which are without such services or in which such services are inadequate, and for public library construction, and in the improvement of such other State Library services as library services for physically handicapped, institutionalized, and disadvantaged persons, in strengthening State library administrative agencies, and in promoting interlibrary cooperation among all types of libraries. It provides the framework within which the Tennessee State Library and Archives may encourage the establishment, extension, and improvement of library services. (Other State Plans are: LI003985 through 003993, LI003995 through 004004,

LI004027 through 004035, LI004038 through 004046 and LI004090 through 004094). (Author)

ED 071 694

LI 004 090

Long Range Program for Georgia Libraries Under the Library Services and Construction Act, as Amended, and the Regulations Promulgated Thereunder.

Georgia State Dept. of Education, Atlanta. Public Library Service.

Pub Date 72

Note—58p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Georgia, Library Services and Construction Act, LSCA, *State Plans

The Georgia long range program sets goals and objectives for the development of library services and construction programs which are relevant to every segment of society. It sets goals that are measurable, futuristic, and geared to the anticipated social, technological and population changes. It outlines a program for attaining these goals and develops a method for evaluating them. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089, and LI004091 through 004094). (Author/NH)

ED 071 695

LI 004 091

Montana State Library Long-Range Program for Library Development.

Montana State Library, Helena.

Pub Date [72]

Note—16p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Library Services and Construction Act, LSCA, Montana, *State Plans

Proposed activities to strengthen public library service for the people of Montana during the period covered by this plan are: (1) Efforts will be continued to both add to the number of counties participating in the public library federations, and to strengthen the resources and services of these federations; (2) Alternative and innovative means of delivery of library and information service to people (e.g., the possibility of a books-by-mail program for sparsely populated areas) will be examined and where possible tried; (3) Increased emphasis will be placed on programs which will broaden the social base of library users, identify those segments of the population which do not take advantage of library services, and provide means for serving those persons; (4) Increased emphasis will be placed on programs of in-service and continuing education for public library personnel, and for library board members; (5) The improvement of library service for persons in local public and private institutions will be emphasized; and (6) Programs which will improve communication between libraries and the general public will be emphasized. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089-004090, and LI004092 through 004094). (Author/NH)

ED 071 696

LI 004 092

Kansas State Library Long-Range Program as Required by Public Law 91-600 (Library Services and Construction Act).

Kansas State Library, Topeka.

Pub Date 72

Note—83p.:(17 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Kansas, Library Services and Construction Act, LSCA, *State Plans

Chapter I of the Kansas Long Range Plan consists of the introduction. Chapter II examines the context of each goal of the program, studying the needs of Kansas for library service. The goals, objectives, tasks, and evaluation are presented in Chapter III. The financial statement is given in Chapter IV. Chapter V consists of the criteria, policies, and procedures for administration of the library services and construction act funds. The appendices contain information on the population

of Kansas and the library facilities in the state. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089 through 004091, and LI004093 and 004094). (Author/NH)

ED 071 697

LI 004 093

Long Range Program for Colorado Libraries (Fiscal Years 1973 - 77).

Colorado State Dept. of Education, Denver.; Colorado State Library, Denver.

Pub Date 1 Jul 72

Note—36p.:(40 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Colorado, Library Services and Construction Act, LSCA, *State Plans

This document outlines the general framework within which the Colorado State Library may assist in reviewing Colorado's present and projected library needs. It defines individual user groups to whom delivery of service should be given as required under the Library Services and Construction Act, the Elementary and Secondary Education Act, Title II, and the Colorado Revised Statutes, Chapter 84. An action plan designed to implement the Colorado State library's goal of providing equal access to information and recorded knowledge and ideas for all the people of Colorado is included. Finally, criteria for funding annual programs which carry out the goal and objectives of this long range plan are stated. Dissemination of this information is made at the local, regional and state levels. Consideration is given to the establishment, extension, and improvement of public library services to areas where service is inadequate, to the disadvantaged, and to the physically and visually handicapped, and to the strengthening of the State Library as the agency responsible for administration of the annual programs. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089 through 004092 and LI004094.). (Author)

ED 071 698

LI 004 094

A Long-Range Program for Library Development in Virginia, 1972-1977.

Virginia State Library, Richmond.

Pub Date 72

Note—34p.:(0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Library Services and Construction Act, LSCA, *State Plans, Virginia

This plan sets forth the library needs in Virginia, establishes goals for improved service, and outlines methods of achieving these goals. Procedures for evaluating and ways of disseminating information about the programs are described. Criteria and priorities to be used are included in the program descriptions. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, and LI004089 through 004093.). (Author)

ED 071 699

LI 004 096

Knell, K. A.

Information Retrieval from the Engineering Literature, Second Edition, Revised.

Cambridge Univ. (England). Engineering Dept.

Pub Date Dec 72

Note—43p.:(33 References)

Available from—Engineering Dept., Cambridge University, Trumpington St., Cambridge, England

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Engineering Technology, *Engineers, *Information Needs, *Information Retrieval, *Information Sources, Periodicals, Search Strategies
Identifiers—*Scientific and Technical Information

The technique which can be applied to extract information from the literature, that is from all published sources, seems to be a subject which attracts little attention. This is surprising considering that "information" is now widely appreciated as a valuable commodity - to be developed and exploited like natural resources.

Indeed today research scientists, engineering designed R and D managers, etc. all spend a great deal of their time searching for and communicating information. This document is an introduction to the art of gleaning information from what is called "the literature". To succeed, an engineer must not only be fed with new information on his own specialized subject (which he can do by visiting his library regularly and keeping tabs on the literature) but he must be able to carry out investigations into fields in which he may have no background knowledge, or previous experience. Therefore, this article is geared mainly to guide investigators when they are using "the literature" and searching for published material in a field which is completely new to them. (Author/NH)

ED 071 700 LI 004 097

Brophy, P. And Others

A Library Management Game; A Report on a Research Project.

Lancaster Univ. (England). Library.
Pub Date 72

Note—96p.:(51 References); University of Lancaster Library Occasional Papers, No. 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Games, *Information Science, Library Education, Library Schools, *Library Science, Management, *Management Games, Models

Identifiers—*Information Science Education

For thirteen months from June 1971 the Office for Scientific and Technical Information supported members of the Library Research Unit, University of Lancaster, in an investigation of the feasibility of designing computer-aided games to assist in teaching the principles and techniques of management to students of librarianship and information science. This volume is a report of the feasibility study, which resulted in the development, to prototype stage, of one such management game; it is expected that further work will result in "production models" of this and other games, for use in actual teaching situations. (Author/SJ)

ED 071 701 LI 004 098

Cooperative Educational Abstracting Service (CEAS). (Abstract Series No. 123-136, June 1972).

International Bureau of Education, Geneva (Switzerland).
Pub Date Jun 72

Note—65p.:(13 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstracts, *Adult Education, *Cooperative Programs, *Education, Educational Facilities, *International Education, Language Instruction, *Teacher Education, Vocational Education

Identifiers—Arab Republic of Egypt, Australia, Ceylon, Finland, France, Hungary, India, Italy, Japan, Kenya, Peru, Singapore, Tunisia

This document is a compilation of 14 English-Language abstracts concerning various aspects of education in: Finland, France, Hungary, India, Italy, Japan, Kenya, Peru, Singapore, Tunisia, Australia, Arab Republic of Egypt, and Ceylon. The abstracts are informative in nature, each being approximately 1,500 words in length. They are based on documents submitted by each of the nations to the International Bureau of Education as representative of their best and most substantial work in the field of education. The titles and institutions appear in both translation and transliteration for documents not written in English. (For related documents see: ED 060 227, 062 583, and 063 523). (NH)

ED 071 702 LI 004 099

Sutton, Gerald And Others

Information Storage and Retrieval...Reports on Text Analysis, Dynamic Indexing, Feedback Searches, Dictionary Construction and File Organization.

Cornell Univ., Ithaca, N.Y. Dept. of Computer Science.

Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.
Report No.—NLM-ISR-21

Pub Date Dec 72

Note—552p.:(146 References)

Available from—National Technical Information Service, Springfield, Va. 22151, (PB-214 020; HC \$17.50; MF \$8.75)

Document Not Available from EDRS.

Descriptors—Cluster Analysis, *Content Analysis, Feedback, *Indexing, *Information Retrieval, *Information Storage, Information Systems, *Library Technical Processes, Search Strategies, Thesauri

Identifiers—SMART

The present report is the twenty-first in a series describing research in information storage and retrieval conducted by the Department of Computer Science at Cornell University. The report covering work carried out by the SMART project for approximately two years (summer 1970 to summer 1972) is separated into five parts: automatic content analysis (Sections I to V), dynamic document processing (Sections VI and VII), interactive feedback procedures (Sections VIII to X), automatic dictionary construction (Sections XI to XIV), and clustered file organization (Sections XV to XVII). This scientific report contains new experimental results dealing with a comparison between automatic and manual indexing methods (Sections I and II), proposals for dynamic collection control and automatic book retirement (Sections VI and VII), evaluation results for interactive feedback searches (Section VIII), experiments relating to the automatic construction and maintenance of dictionaries and thesauruses used for language normalization (Sections XI to XIV), and new automatic document clustering methods (Sections XVI and XVII). (Author)

ED 071 703 LI 004 100

Chien, R. T. And Others

New Directions in Legal Information Processing.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Joint Services Electronics Program, Fort Monmouth, N.J.

Report No.—UI-CSL-R-538

Pub Date Dec 71

Note—32p.:(65 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-735 889; HC \$4.25; MF \$0.95)

Document Not Available from EDRS.

Descriptors—Artificial Intelligence, Automation, Computers, Information Processing, *Information Retrieval, *Information Systems, *Laws, Lawyers, Legal Aid, Legal Problems, Police

The paper discusses some new developments that should evolve during the next decade in automating the handling of legal information. These new developments include: automated question-answering systems to provide quick and inexpensive answers to many non-controversial, but not necessarily simple legal questions to aid lawyers, social and welfare workers, administrators, police, and the public itself; automated consistence-checking, and consequence-finding systems to aid in codifications and law reforms for legislative and administrative bodies; automated systems to assist in teaching law and legal reasoning for those who need to know the law; and automated interviewing systems for initial client and witness screening. Also included in the paper are: a brief survey of recent applications of computers to the law, a discussion of the types of automation that are presently needed, and an outline of current developments in artificial intelligence which could be applied to aid in the automation of the law. (Author)

ED 071 704 LI 004 101

Olive, G. And Others

Evaluation of an S.D.I. System Based on "Nuclear Science Abstracts" and the Performance of Matching by Words in Titles Compared With Indexing Terms.

Atomic Energy Research Establishment, Harwell (England).

Report No.—AERE-R-6746

Pub Date 71

Note—22p.:(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AERE-R-6746; HC \$3.00; MF \$0.95)

Document Not Available from EDRS.

Descriptors—Automation, *Evaluation, Indexing, *Information Retrieval, Information Services, *Information Systems, Relevance (Information Retrieval), Search Strategies

Identifiers—*Selective Dissemination of Information

A selective dissemination of information service based on computer scanning of Nuclear Science Abstracts tapes has operated at the Atomic Energy Research Establishment, Harwell, England since October, 1968. The performance

of the mechanized SDI service has been compared with that of the pre-existing current awareness service which is based on visual scanning of journals and reports by information staff. In order to compare the effectiveness of Euratom indexing terms and words in titles for computer SDI matching, an experiment was set up in which sixty users of the mechanized service assessed NSA document notifications which were generated by matching either indexing terms and subject categories, or words in titles and subject categories, without being aware of the method of matching. The results of the comparison indicate that words in title matching can be almost as effective as matching index terms for an SDI service covering a wide range of subjects. This raises the question of whether the expense of indexing is justified. A service based on title words would have the advantage that it could be extended to make use of other data bases, or parts thereof, with little further programming or alteration of the profile formulations. (Author/SJ)

ED 071 705 LI 004 102

Standards for Medical Library Technicians, Medical Library Association.

Medical Library Association, Chicago, Ill.

Pub Date 12 Jan 70

Note—4p.:(0 References)

Available from—Medical Library Association, Inc. 919 North Michigan Avenue, Suite 2023; Chicago, Illinois 60611 (no charge)

Document Not Available from EDRS.

Descriptors—Library Education, *Library Standards, *Library Technicians, *Medical Libraries, Subprofessionals

Identifiers—*Medical Library Association

A medical library technician is a semiprofessional library employee whose duties require knowledge and skill based on a minimum of two years' general college education that includes library instruction beyond the clerical level. The medical library technician must have a practical knowledge of library functions and services, an understanding of medical terminology and the ability to apply standard library tools, methods and procedures to effect good medical library service. The technician's duties in a medical library include activities in acquisitions, cataloging, circulation, data processing, multimedia, preparation and maintenance of library materials, publicity, reference, shelving and filing, and various miscellaneous tasks. Training for medical library technicians should be a full-time course of study, equivalent to two academic years. The community or junior college with its orientation to technical and vocational education is the most appropriate educational institution to offer such training. For an effective program, a junior college should have an advisory committee, its own full-time director and instructional staff, facilities which meet American Library Association standards, and a curriculum covering a general education, library technology and medical specialization. (Author/SJ)

ED 071 706 LI 004 103

Bussell, Claudia, Ed.

Computer Education for Development; Proceedings Based on the Rio Symposium on Computer Education for Developing Countries (August 6/12-1972).

Brazilian Academy of Sciences, Rio de Janeiro; International Computation Centre-Intergovernmental Bureau for Informatics, Rome (Italy).
Pub Date 72

Note—542p.:(79 References)

Available from—American Federation of Information Processing Societies, Inc. - AFIPS, 210 Summit Ave., Montvale, N. J. 07645 (\$18.00)

Document Not Available from EDRS.

Descriptors—Computers, *Computer Science Education, Conference Reports, *Developing Nations, Foreign Countries

Identifiers—Brazil

The need for a symposium on computer education for developing countries has been present almost since the birth of the first electronic computer. This premise is based on the facts that a computerized society has the potential for making giant strides in development, and that computerization demands a major commitment of both the financial and manpower resources of a nation. The second point leads the less developed nations to be cautious of their computer involvement while the more affluent countries can afford to make errors and still widen the development

110 Document Resumes

gap. It is a question of cost-effectiveness. This volume contains the session and panel papers delivered at just such a symposium. (Author/SJ)

ED 071 707 LI 004 104
Woods, R. G.

The Cost of Cataloging: Three Systems Compared.

Southampton Univ. (England). Library.
Report No—SoUL-APR-3

Pub Date 72

Note—39p.;(0 References)

Available from—Library, University of Southampton, University Road, Southampton, SO9 5NH England (\$3.82)

Document Not Available from EDRS.

Descriptors—*Cataloging, *Comparative Analysis, *Cost Effectiveness, Library Automation, Library Technical Processes, University Libraries

Too little is known generally about the cost of the various operations carried out in libraries. At present, new techniques are being devised using computers to store, sort, file and reproduce data formerly dealt with by traditional manual methods. Computer time, however, is expensive, and the computer programs to handle bibliographic data are difficult and costly to write and test. There is a danger that the new techniques may simply be too expensive. This study reports on three cataloging systems, and the costs incurred by each, employed at the University of Southampton Library: manual, mechanized (using a tape typewriter), and automated (using MARC data). (Author/SJ)

ED 071 708 LI 004 105
Hall, Angela M.

User Preference in Printed Indexes.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Pub Date Jul 72

Note—97p.;(0 References)

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London WC2R 0BL, England

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Attitudes, *Indexes (Locators), Information Retrieval, Information Scientists, Librarians, Questionnaires, Scientists, *Use Studies

Since subject indexes are extensively used in retrieval from abstracts journals it is surprising how little data is available on the performance of the many types of indexes now available. A handful of projects have been carried out in which an attempt has been made to isolate the elements which influence the performance of printed subject-indexes for manual searching and to study the extent of this influence. There are many problems involved in a project of this type and not least, those arising from the continuous interaction of the user with the index and the modification of his initial requirement in the light of the information which the index presents. For the studies reported here, the importance of the role of the user in the performance of the indexes was accepted and the reactions of the users to various characteristics of printed indexes were sought. By means of a questionnaire both information workers and scientific personnel were invited to indicate their use of different abstracts journals and indexes and to assess the characteristics of the indexes. The design of the questionnaire, choice of a representative sample of users, and the results extracted from the responses are detailed in this report. (Related studies are: LI 004106 and 004107) (Author/SJ)

ED 071 709 LI 004 106

Hall, Angela M.

Comparative Use and Value of INSPEC Services.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Pub Date Jul 72

Note—59p.;(0 References)

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London WC2R 0BL, England (75 pence)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Information Services, Information Sources, Information Utilization, Questionnaires, *Use Studies

Identifiers—Current Awareness Systems, *Selective Dissemination of Information

The reactions of users to each of the INSPEC services are being sought as part of the normal development of these services and through a series of user studies. It was the aim of this study to assess the respective roles of individual profile selective dissemination of information (SDI), standard profile SDI, current-awareness publications and abstract journals. The study was designed to compare the relative value and use made of each service and to investigate the circumstances under which Science Abstracts, Current Papers, TOPICS and SDI are most useful. The investigation commenced with a pilot study in which six subscribers to INSPEC services were requested to participate. Each subscriber was asked either to complete a questionnaire which was sent to him, or to take part in a structured interview based on the same questionnaire. The questions investigate the use made of abstract journals, current awareness publications, standard and individual profile SDI and their comparative value. Based on the responses, the use made of the services, the value to the subscriber, and the circumstances under which each is most useful are discussed. (Related studies are: LI 004105 and 004107) (Author/SJ)

ED 071 710 LI 004 107
Hall, Angela M.

Case Studies of the Use of Subject Indexes.

Institution of Electrical Engineers, London (England).

Spons Agency—Office for Scientific and Technical Information, London (England).

Pub Date Jul 72

Note—18p.;(0 References)

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London WC2R 0BL, England (75 pence)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Case Studies, *Indexes (Locators), Information Retrieval, *Librarians, *Scientists, *Search Strategies, *Use Studies

Identifiers—*Science Abstracts

The object of this study was to record detailed descriptions of the procedure employed in a number of actual searches of the indexes to Science Abstracts. From these data, any problems which the users encounter would be shown and any areas in which the indexes might be better structured to suit the users' requirements might be determined. Different users follow different search procedures and their search requirements are as diverse as their varied degrees of subject knowledge, experience and familiarity with the indexes. Therefore, the documented searches were made by both scientists and librarians, by users familiar with the indexes and by first-time users. Varying degrees of exhaustivity of search, output requirements and other variables were included if at all possible. (Related studies are: LI 004105 and 004106) (Author/NH)

ED 071 711 LI 004 108
Lehnus, Donald J.

A Comparison of Panizzi's 91 Rules and the AACR of 1967.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Dec 72

Note—40p.;(17 References); Occasional Paper No. 105

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Catalogs, Classification, *Comparative Analysis, *Divided Catalogs, Indexes (Locators), *Information Retrieval, *Library Collections

Identifiers—AACR, *Anglo American Cataloging Rules

The fact that so many notions and principles set forth by Panizzi are still in evidence today is proof of his great contribution to present day cataloging. The comparisons made of the two sets of rules point out many contrasts and similarities. But even more significant is that, while reading the comparisons, one is constantly reminded of the importance of having good guidelines to follow in describing and recording the materials for a catalog. The catalog is, in reality, "the key to the library's collection," because it is the only efficient means of access to the materials. Any

catalog compiled according to a code that does not permit or provide for appropriate entries under titles, or under names (or forms of names) of persons or corporate bodies under which some catalog user might reasonably look, is not fulfilling its role as "the key to the library's collection" as adequately as it should. Therefore, it can be said that the code of cataloging rules used in compiling the records which constitute a catalog strongly influences a library's effectiveness in assisting the user to determine the availability of desired materials and their location. (Author/NH)

ED 071 712 LI 004 109
Weimore, Rosamond B.

A Guide to the Organization of Library Collections. Revised Edition.

Ball State Univ., Muncie, Ind.

Pub Date 72

Note—171p.;(34 References)

Available from—Ball State Book Store, Ball State University, Muncie, Indiana 47306, (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cataloging, Classification, Guides, *Information Processing, *Library Collections, Library Science, *Library Technical Processes, Manuals, Organization, *Students

Identifiers—*Nonbook Materials

In response to current developments in library collections, this 1972 revision gives greater coverage of multi-media materials than the 1969 manual. For the abstract of the entire manual and availability of the earlier edition see ED 047 741. (Author/NH)

ED 071 713 LI 004 110
Sokolov A. V. Mankevich A. I.

On the Teaching of the Course "Scientific Information" at the N. K. Krupskaya Leningrad State Institute of Culture.

Air Force Systems Command, Wright-Patterson AFB, Ohio. Foreign Technology Div.

Report No—FTD-MT-24-1678-71

Pub Date 68

Note—24p.;(0 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-747 391; HC \$3.50; MF \$0.95)

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, *Documentation, *Education, Electronic Data Processing, Foreign Countries, Information Retrieval, *Information Science, Libraries

Identifiers—*Scientific and Technical Information, Union of Soviet Socialist Republics, USSR

The chair of scientific information at the Leningrad State Institute of Culture has worked out a preliminary syllabus on informatics for the Technical Libraries Department. The syllabus comprises the following topics: Informatics as a scientific discipline, Organization of information work, Information provision techniques, Information retrieval machinery. (Author)

ED 071 714 LI 004 111
Smith, W. A., Jr.

Studies in Evaluation of Information System Effectiveness.

Lehigh Univ., Bethlehem, Pa.

Spons Agency—Office of Naval Research, Washington, D.C. Information Systems Research.

Pub Date 72

Note—12p.;(9 References)

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-744 028; HC \$3.00; MF \$0.95)

Document Not Available from EDRS.

Descriptors—*Evaluation, Information Needs, *Information Systems, Information Utilization

A series of studies have been initiated which explore methods of information systems evaluation and their application to operational situations. Included are means of expressing benefits in terms of tangible measures of effectiveness. Functional and system objectives are considered in determining meaningful performance parameters which effect the decision process and the behavior of the information system user. This report lists these studies and gives the complete text of "Procedures for Analysis of Information System Effectiveness". (Author)

ED 071 715 LI 004 112
Long-Range Program for the Library Services and Construction Act.

District of Columbia Public Library, Washington, D.C.

Pub Date Jun 72

Note—44p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—District of Columbia, Library Services and Construction Act, LSCA, *State Plans

The program presents the mission of the District of Columbia Public Library, its services and program offered, defines the goals of the Library and outlines current and projected Library tasks, including an assessment of priorities. The Five-Year Plan of Action includes, in addition to objectives and organization of implementation, also measures of evaluation and dissemination of information, as well as provisions for funding and criteria for allocating funds under the Library Services and Construction Act. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089 through 004094, and LI004113) (Author/NH)

ED 071 716 LI 004 113
Oklahoma Long-Range Program for Library Development for the Fiscal Years 1972 Through 1977.

Oklahoma State Dept. of Libraries, Oklahoma City.

Pub Date 72

Note—165p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Evaluation, *Library Planning, *Library Programs, *Library Services, *Objectives, State Libraries, *State Programs
Identifiers—Library Services and Construction Act, LSCA, Oklahoma, *State Plans

The Oklahoma Long-Range plan sets forth the goals and objectives for library development based on identified needs. In some cases these needs are apparent and are based on actual statistics and standards, in others data is absent, incomplete or questionable. In the latter instance, useful data had to be obtained. The primary role of this document has been construed to be setting forth goals which, if realized, would benefit all the citizens of the state in fulfilling their library and library related needs. The state library agency has direct responsibilities for public library development and "special library" development as it is defined in the Oklahoma Statutes. The Statutes define special libraries, as they relate to the state library, as being only those supported in whole or part by public funds, excluding those in schools, colleges, museums and county law libraries. The role of the state agency in relation to academic libraries, school libraries and special libraries other than those defined above is advisory and supportive. (Other State Plans are: LI003985 through 003993, LI003995 through 004004, LI004027 through 004035, LI004038 through 004046, LI004089 through 004094, and LI004112) (Author/NH)

ED 071 717 LI 004 121
Initial Special Reports Submitted by Member States on the Action Taken by Them Upon the Recommendation Concerning the International Standardization of Library Statistics, Adopted by the General Conference During its Sixteenth Session. Item 21 of the Provisional Agenda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-17-C-17

Pub Date 12 Oct 72

Note—14p.; (3 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*International Programs, *Library Standards, Standards, *Statistics
Identifiers—*Library Statistics

Reports, some only partial, from the member states regarding their action on the topic of international standards for library statistics are presented. The 22 countries represented in this report are: Brazil, Bulgaria, Canada, Cyprus, Cuba, Dahomey, Denmark, Finland, France, Federal Republic of Germany, India, Israel, Japan, Libya, Nepal, Netherlands, New Zealand, Poland, Sweden, United Kingdom, United States, and Yugoslavia. (SJ)

ED 071 718 LI 004 122
International Book Year—1972, Report by the Director-General. Item 13.3 of the Provisional Agenda.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—UNESCO-17-C-75

Pub Date 21 Sep 72

Note—35p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Books, International Organizations, *International Programs

Identifiers—*International Book Year, Unesco

The present report, based on information available as of 1 August 1972, is an account of the progress of International Book Year. It is divided into three sections. The first describes activities undertaken by member states and international organizations. The second section deals with the way in which the four themes of International Book Year were implemented. The third describes the role of Unesco. The three sections are preceded by an introduction giving the background of International Book Year and are followed by preliminary assessment. Addenda to the report are: a summary of the salient points made at the symposium on "Books in the Service of Peace, Humanism and Progress" held in Moscow, September 12-15, 1972; and proposals concerning the implementation of a resolution on International Book Year. (Author/SJ)

ED 071 719 LI 004 123
Beswick, Norman W.

School Resource Centres, the Report of the First Year of the Schools Council Resource Centre Project.

Schools Council, London (England).

Pub Date 29 Jun 72

Note—103p.; (60 References); Schools Council Working Paper 43

Available from—Citation Press, Scholastic Magazines Inc., 50 West 44th Street, New York, N. Y. 10036 (75 pence)

Document Not Available from EDRS.

Descriptors—Classification, Foreign Countries, Indexing, Information Retrieval, Information Storage, Instructional Materials, *Resource Centers, Resource Materials, *School Libraries, Schools

Identifiers—*Great Britain

A resource centre is an agency for stimulating the active creation and use of a resource collection, including these six elements: production of home-made resources; selection and acquisition of other resources; classification and indexing for retrieval; storage; use, including guidance, lending, etc.; and evaluation and weeding. It was the charge of this project to identify the various problems which face schools and authorities wishing to develop resource centers, and to determine what have so far been found to be the most suitable and practicable methods of solving them, having regard to a wide variety of existing conditions. Special attention in this report is paid to indexing, storage, and retrieval systems. The report does not attempt to provide a definitive statement on resource centers as there is insufficient British experience in the area. (Author/SJ)

ED 071 720 LI 004 124
Public Lending Right; Report of the Working Party Appointed by the Paymaster General.

Department of Education and Science, London (England).

Pub Date 72

Note—35p.; (0 References)

Available from—Her Majesty's Stationery Office, 49 High Holborn, London WC1V 6HB, England (30 pence)

Document Not Available from EDRS.

Descriptors—Authors, *Copyrights, Foreign Countries, Libraries, *Library Circulation, Library Services

Identifiers—*Public Lending Right, United Kingdom

The task of the working party was to analyze how a scheme for the establishment of a public lending right might be devised in practical terms. It did not consider whether or not such a scheme should be introduced, nor what effect it might have on the finances of the library services or authors concerned. This report: establishes the nature of the right and who might benefit from it, defines the concept of public lending, enumerates the effects of public lending on various types of

libraries, lists the types of material affected, describes methods of applying value of works in monetary terms, analyzes arrangements by which the owners of the public lending right might receive the proceeds, enumerates special problems of periodicals and composite works, considers implications for non-book materials, and summarizes the amendments to copyright legislation implicit in the report as a whole. (Author/SJ)

ED 071 721 LI 004 125
Young, Vivienne And Others
A Study of Media for Communicating Research Information.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Nov 72

Note—34p.; (4 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Boards of Education, Educational Research, Foreign Countries, *Information Dissemination, Questionnaires, *Research Utilization, Use Studies

Identifiers—*Toronto

Prompted by dissatisfaction with its information procedures the research department of the Board of Education for Toronto undertook a research project to find new and effective ways of disseminating information about their studies. It was felt that the research information was of little use if it did not reach the interested consumer. Five methods of presentation were prepared: two annotated bibliographies, recorded telephone descriptions, vinyl records, and a photographic poster. Along with a medium each recipient got a brief questionnaire and an order form. Each medium went to approximately one-fifth of the study population—teachers, principals, consultants, department heads, and administrators. The results of the survey revealed that the different types of dissemination media produce various results for different audiences. (Author/SJ)

ED 071 722 LI 004 126
DeBuse, Raymond, Comp.

A Survey of Serials Lists in New England Libraries: A Preliminary Report.

New England Board of Higher Education, Wellesley, Mass. New England Library Information Network.

Pub Date 10 May 72

Note—17p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Library Collections, Library Surveys, Periodicals, Public Libraries, Questionnaires, *Serials, State Libraries, *Union Catalogs, University Libraries

Identifiers—NELINET, New England, *New England Library Information Network

In January 1972, the New England Library Information Network (NELINET) conducted a survey of serials lists and the need for further union list coverage in the New England region. The survey was an outgrowth of a meeting of librarians concerned with serials access in the region held at Worcester Polytechnic Institute in December, 1971. On the basis of questions asked at that meeting NELINET developed three separate questionnaire forms (reproduced in Appendix A) which were subsequently sent out to 229 academic libraries, the six state libraries, and three of the larger public libraries in New England. The first form was directed to the serials librarian and contained questions about multiple-copy serials lists, local or union, which included holdings information from his or her library. The second was directed to the ILL librarian and concerned the use of such lists and the need for additional coverage. The last questionnaire was to be filled out by the editor or coordinator of a union list. This report is a summary of the responses obtained from the survey. (Author)

ED 071 723 LI 004 127
Epstein, A. H. Veaner, Allen B.

A User's View of BALLOTS.

Stanford Univ., Calif.

Pub Date Jun 72

Note—34p.; (5 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Computer Programs, Computers, Information Processing, *Library Automation, Library Technical Processes, Man Machine Systems, *On Line Systems, Time Sharing, University Libraries

Identifiers—BALLOTS, *Bibliographic Automation Large Library Operations, MARC

BALLOTS (Bibliographic Automation of Large Library Operations using a Time-sharing System) is an on-line interactive library automation system that supports the acquisition and cataloging functions of the Stanford University Libraries' technical processing operations. The BALLOTS system is being implemented in a series of 11 modules. This paper describes the first module, BALLOTS-MARC, or simply the MARC module, and various aspects of system hardware and software as they pertain to this module. The MARC module supports the production of purchase orders, catalog card sets, spine labels, and several types of file slips and management reports. An on-line MARC file stored on disk is updated from the weekly Library of Congress MARC tapes. Several indexes are maintained in the file in order to support extensive on-line interactive file searching. One way of describing BALLOTS is to explain how the system looks to the user and how it is used in normal day-to-day library operations. A typical book cycle will be traced in the examples that follow. (Other documents on BALLOTS are available as ED 038 153, 044 049, 049 786, and 060 883.) (Author)

ED 071 724 LI 004 128
Wiggins, Gary

English-Language Sources for Reference Questions Related to Soviet Science (With an Emphasis on Chemistry).

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Jun 72

Note—31p.; (129 References); Occasional Papers No. 102

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Chemistry, English, Information Sources, *Literature, *Reference Materials, *Russian Literature, *Sciences Identifiers—Russia, *Scientific and Technical Information

The vast majority of science librarians and chemists in the United States do not have a sufficient command of the Russian language to effectively utilize Russian scientific literature in the original. Nevertheless, it is both desirable and necessary that the scientific community keep aware of developments in the Soviet Union. To meet this need, a considerable amount of material which deals with Soviet science has been made available in English. Not only is a large portion of the Russian scientific literature translated into English, but researchers may also consult many English-language articles, monographs, and reference works which treat Soviet science. The first part of this paper is a bibliographic essay on the more significant sources of English-language information which either provide answers to many reference questions concerning Soviet science or outline procedures for keeping aware of and obtaining Soviet scientific literature in English. This is a reference guide to materials which will allow the librarian or scientist with no knowledge of the Russian language to maintain a fair degree of awareness of Soviet science without consulting material in Russian. (Author/NH)

ED 071 725 LI 004 129

Lukenbill, W. Bernard

A Working Bibliography of American Doctoral Dissertations in Children's and Adolescents' Literature, 1930-1971.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Aug 72

Note—57p.; (180 References); Occasional Papers No. 103

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Bibliographies, *Children's Books, *Doctoral Theses, Information Sources, *Literature, Research

The scope of this bibliography includes almost all areas of children's and adolescents' literature, including reading interests and pedagogical techniques for teaching literature. It does not include children's materials relating to specific subject areas (e.g., science or mathematics), nor does it contain studies dealing with reading instruction or textbooks and anthologies per se. Also excluded are dissertations which deal with young adult readers above the senior level of high school. Comprehensive coverage of dissertations written about authors or illustrators has not been attempted in this bibliography. An effort has been made to include dissertations of this nature only when they represent those authors and illustrators who would seem to be of general interest to

readers but who have not received extensive research attention. Under this restriction, such popular authors as Dickens, Twain, Hemingway, etc. have been excluded. It is believed that this bibliography represents one of the first efforts to compile a comprehensive bibliography of dissertations relating to the areas of children's and adolescents' literature. (Author/NH)

ED 071 726 LI 004 130

Allen, Kenneth S.

Current and Emerging Budgeting Techniques in Academic Libraries, Including a Critique of the Model Budget Analysis Program of the State of Washington.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date Apr 72

Note—53p.; (47 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, College Libraries, Interviews, *Libraries, *Library Expenditures, *Library Planning, Library Surveys, Models, Questionnaires, University Libraries Identifiers—*Planning Programming Budgeting Systems, PPBS

Techniques employed in the study included: an examination of the relevant literature; actual visitation and interviews with directors, associate directors, assistant directors, heads of appropriate divisions of the selected and other libraries, vice-presidents for business and finance, deans, budget officers and budget managers of the institutions visited. In an attempt to maintain a common basis for inquiry, a questionnaire was developed and was used in the process of the field interviews. The questionnaire results appear as an appendix to this report. The responses, while representing only a small segment of the research library population, are sufficient to provide some intriguing insights into the present state of research library budgeting. It was inevitable that questions concerning budgets, financial support and fiscal management would lead into an exploration of management and administrative problems in general. Thus the questions range from the effect of the current economic recession on library schools to the impact of faculty status on a library's budget. (Author/NH)

ED 071 727 LI 004 131

Bommer, Michael R. W.

The Development of a Management System for Effective Decision Making and Planning in a University Library. Supplement to Final Report.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Bureau No—BR-8-0802

Pub Date Dec 72

Grant—OEG-0-8-080802-4687(095)

Note—344p.; (184 References); Doctoral Dissertation

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Administration, *Budgeting, Cost Effectiveness, *Decision Making, Design, Information Systems, Libraries, *Library Planning, *Management Information Systems, Models, Statistical Data, Systems Analysis, Systems Development, *University Libraries Identifiers—*Planning Programming Budgeting Systems, PPBS

The development of this management system begins with an exploration of what the library is attempting to achieve. After an investigation of the hierarchy of library objectives, it is concluded that the one objective which satisfies a set of specified criteria is to maximize the expected future exposure of university community members to documents given current and anticipated future expenditures. A measure of performance utilizing the concept of item-use-days is developed to evaluate the degree of attainment of this objective. Finally, the difficulties encountered in constructing an effectiveness measure to make year-to-year or interlibrary comparisons are explored. The Planning-Programming-Budgeting System is presented as a rational framework for the management of university libraries. Library activities are classified according to four different dimensions. A typical program structure is enumerated utilizing these dimensions. Benefit-cost analysis is discussed as a means for determining an effective allocation of the library's resources. It is shown that resources are allocated and utilized

in the most effective manner when the marginal benefit-to-cost ratios for all elements of all programs are equal. Guidance is also offered for the development of a statistical information system to support the decision-making and planning process. (Author/NH)

ED 071 728 LI 004 132

Tate, George F.

Microform Readers—The Librarians Dilemma.

Pub Date Aug 72

Note—39p.; (43 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Library Equipment, *Microfiche, *Microform Readers, *Microforms, Microreproduction, Research Needs

Because of the dilemma faced by librarians in the selection of suitable microform reading equipment for the 35 mm format, this paper is designed to analyze the problem of reader and micro-image incompatibility, to provide a key for readily determining incongruities, to evaluate presently available readers, to provide modification and development suggestions and to consider the possibility of 35 mm microfiche for research materials. Reasons for the ascendancy of 16 mm microforms to their present dominant positions are examined and librarians are urged to voice their needs for retaining the 35 mm size essential for research materials. Actions taken by the National Bureau of Standards and the National Library of Medicine supporting 35 mm are cited. (Author)

ED 071 729 LI 004 133

Penland, Patrick R.

Communication Research for Librarians.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 72

Note—132p.; (72 References); Discourse Units in Human Communication For Librarians

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communication (Thought Transfer), Definitions, Information Science, *Librarians, Library Science, Research Design, *Research Methodology

Identifiers—*Librarianship
Research design is a product of the scientific method in Western Civilization whose major purposes are to eliminate the biased judgements of individual researchers and to ensure replication of the study. In general, the formal protocol of the research design includes several elements: theoretical position out of which the hypotheses to be tested grew; relation of definitions to the measurement scales; methods of observation (data collection) and sampling; analysis of data and summary of findings; conclusions and recommendations for further research. Such in outline is the overall format of the formal report of basic research. With it alone, another investigator should be able to perform precisely the same study with no other information but the protocol of the research design itself. The task of an author of a research study is to establish, and then describe with precision, the way in which the following elements of a study are to be defined: subject, attribute, setting, moment, and method. (For related documents see: LI 004 134, ED 048 902, ED 049 801 through 049 804, and ED 054 840-054 841) (Author/NH)

ED 071 730 LI 004 134

Penland, Patrick R.

Communications Manual for Librarians.

Pittsburgh Univ., Pa. Graduate School of Library and Information Sciences.

Pub Date 72

Note—167p.; (50 References); Discourse Units on Human Communications for Librarians

Available from—Bookstore, University of Pittsburgh, Pittsburgh, Pa. 15213 (\$3.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Communication (Thought Transfer), Communication Problems, Communication Skills, Information Science, *Librarians, Library Science, Library Services, Manuals Identifiers—*Librarianship

The existence of problems in libraries has two significant dimensions: the theoretical and the practical even though to a large extent problems occur mainly in the minds of people. The orientation of this manual is therefore entirely practical

and introductory to the point of being useful with any library staff regardless of size. Even librarians of some communicative sophistication will find the manual helpful in working towards staff development. No claim is made for the originality of the material in this manual and this is probably the strength of its usefulness to the practicing librarian. The materials and methods have been tried out in numerous contexts and for numerous problem-solving purposes. What is original with this manual, however, is the selection and arrangement of the material based upon the consultant work undertaken by the Communications Research and Media Center, Graduate School of Library and Information Sciences, University of Pittsburgh. (For related documents see: LI 004 133, ED 048 902, ED 049 801 through 049 804, and ED 054 840-054 841.) (Author/NH)

ED 071 731 **LI 004 135**
Advances in Library and Information Science in Finland.

Finnish Government, Helsinki.

Pub Date 72

Note—27p.; (0 References)

Available from—Suomen Kirjastoeseura (Finnish Library Assoc.), Museokatu 18 A, 00100 Helsinki 10 Finland (No charge)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Foreign Countries, *Information Science, Information Systems, Librarians, Library Collections, Library Planning, *Library Science, *Public Libraries, *Research Libraries Identifiers—*Finland, NORDDOK, Nordic Committee on Documentation and Information, Scientific and Technical Information

The research libraries in Finland are in the majority of case libraries of universities and other institutions for higher education. Libraries in research institutes and some other special libraries account for some 20-30% of the total operational capacity. It is hoped the necessity of efficient libraries as a support to teaching and research will be expressed in a concrete way in the revised legislation concerning the development of the university system. The development of public libraries from 1964 through 1972 is briefly traced and the development of scientific and technical information from 1964 through 1970 is recounted. (Author/NH)

PS

ED 071 732 **PS 006 171**
Asher, Steven R.

Influence of Sampling and Comparison Processes on the Development of Communication Effectiveness.

Spons Agency—Madison Public Schools, Wis.; Wisconsin Univ., Madison. Instructional Research Lab.

Pub Date 72

Note—2p.; Paper presented at the 80th Annual Convention of the American Psychological Association (Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p109-110

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Age Differences, Analysis of Variance, *Associative Learning, Child Development, *Communication Skills, Grade 2, Grade 4, Grade 6, Psycholinguistics, Research Methodology, Technical Reports, *Verbal Ability, Word Lists, *Word Recognition

Research was conducted to determine the degree to which sampling vs. comparison processes account for age changes in referential communication. Children at three different grade levels communicated referents within related and unrelated word pairs. The word pairs used were from Cohen and Klein (1968). From their list of 30 related pairs, half were randomly sampled and served as the related pairs. The other half were used to compose unrelated pairs; to form these pairs, each similar nonreferent was replaced by a word dissimilar to the referent. The procedure consisted of asking children to communicate single word clues for each referent in the 30 word pairs.

Clues with each word pair were then given to adult listeners who tried to identify the intended referent in each pair. Accuracy scores for each subject were based on the number of correct listener identifications. Twenty children in the 2nd, 4th, and 6th grades served as subjects. Half of the children at each grade level were randomly assigned to one of two experimental groups. The data from both groups indicated high accuracy at all ages on unrelated pairs and significant age improvement from second to sixth grade on related pairs. These results provide support for a comparison explanation of age differences in communication. Two additional studies were performed to evaluate two alternatives to the comparison explanation. Results from the three studies demonstrate younger children's communication difficulty in providing effective discriminative messages when required by the task. (Author/DB)

ED 071 733 **PS 006 196**
The Comprehensive Early Childhood Education Network.

Philadelphia School District, Pa.

Note—14p.

Available from—The School District of Philadelphia, Administration Bldg., Room B-8, 21st and the Parkway, Philadelphia, Pa. 19103 (very limited supply)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Early Childhood Education, Educational Innovation, *Parent Participation, Parent School Relationship, Parent Teacher Cooperation, *Preschool Programs, Program Descriptions, *School Community Programs, Special Education, Special Programs

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Project Follow Through

The Comprehensive Early Childhood Education Network (CECEN) is a city-wide, Title III-funded program in Philadelphia designed to provide: (1) information about already-existing programmatic approaches to early childhood education in the city; and (2) opportunities to begin the development of alternative approaches to staff, parental, and community participation in early childhood education. A District Advisory Council of 16 to 20 parents and professionals guides project activities. Explanation is given of the 3 interconnected components of the project: (1) a district-level information dissemination system; (2) a district-based training program for parents and professionals; and (3) a locally designed monitoring process that evaluates the effectiveness of both the district dissemination and training programs. CECEN provides as well a direct service to children through diagnosis and diagnostic therapy for preschool children with language, speech, and learning disorders. The programs offered include Get Set Day Care; Follow Through; Learning Centers; and special programs for the physically, mentally, and emotionally handicapped. A program directory and list of Philadelphia school officials are provided. (KM)

ED 071 734 **PS 006 203**
Berens, Anne E.

Socialization of Need for Achievement in Boys and Girls.

Pub Date 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Need, Females, Grade 5, Interaction Process Analysis, Males, Mothers, *Parent Child Relationship, *Psychological Studies, Psychological Tests, Questionnaires, *Sex Differences, *Socialization, Tests

Identifiers—Ender Anxiety Scale, Mandler Sarason Test Anxiety Scale, TAT, Thematic Apperception Test

Socialization practices as they are directed at boys and girls and as they relate to need for achievement, especially to differences in levels of need, were compared in a study population of 42 fifth-grade children, 21 boys and 21 girls, and their mothers. Both mothers and children were given the standard TAT measure scored for need

for achievement; the children were given the Mandler-Sarason Test Anxiety Scale; and mothers were given the Ender Anxiety Scale. Mothers and children were given questionnaires to measure their different views of the socialization practices and interactions between them. Results of the study showed that low need for achievement boys were getting inadequate support and too much control; low need for achievement girls were receiving support but no goals or standards were being set and there were inadequate controls; high need for achievement boys showed no significant differences in the reported amounts of any types of interaction; and high need for achievement girls reported significantly more positive interaction than negative control, but none of the other comparisons were significant. The important factors in the socialization of need for achievement appear to be expectations and demands for achievement and independence made at an appropriate age, around age 5 in this sample, coupled with positive interaction or support and a moderate amount of control. (DB)

ED 071 735 **PS 006 206**

Paulson, F. Leon

Live Versus Televised Observations of Social Behavior in Preschool Children.

Spons Agency—Children's Television Workshop, New York, N.Y.

Pub Date 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p135-136

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Analysis of Variance, *Comparative Analysis, *Data Analysis, Error Patterns, *Observation, *Social Behavior, Task Performance, *Television Viewing

An investigation to compare systematic behavioral observations made live with those made on television was conducted. The study was designed to answer three questions: (1) Is there a difference in the agreement between observers (Os) when both view an event live and when both view the same event on television? (2) Is there a difference in agreement between Os in the same viewing condition (either live or television) and between different viewing conditions (live and television)? and (3) What part of the variance can be attributed to (a) individual differences in the children, (b) individual differences among Os, and (c) viewing conditions (live or television)? The Ss were 12 boys and 12 girls between the ages of 39 and 57 months. All testing was conducted on same-sex dyads. Two situations were presented. In the Block-Stacking situation, Ss were given two piles of 10-cm. cardboard cubes and asked to build a pile taller than themselves. For the Draw-a-House situation, a 60 X 90 cm. piece of paper on which outlines of the two ends of a house were drawn was fastened to the floor. The Ss were rated on the level of their cooperative behavior. The study lends support for the use of television or videotape as a methodology in behavioral ratings. Ratings of the social behavior of young children made on television are comparable to observations made by live Os. The results also indicate that caution should be exercised when employing television. When the amount of error in the observations was high, viewing condition influenced the result. (CK)

ED 071 736 **PS 006 230**
University of Kansas: 1968-1969 Head Start Evaluation Report.

Kansas Univ., Lawrence. Head Start Evaluation and Research Center.

Pub Date (69)

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Case Studies (Education), *Classroom Observation Techniques, Compensatory Education Programs, *Disadvantaged Youth, Interaction Process Analysis, Intervention, Measurement Instruments, *Preschool Education, *Program Evaluation, Social Development, Social Reinforcement, Statistical Data, Student Teacher Relationship, Technical Reports, Verbal Development

Identifiers—*Project Head Start, Social Interaction Observation

The application of behavior modification procedures by Head Start teachers in the classroom and the remedial application of programmed instructions to children with preacademic deficiencies were studied in 11 classrooms located in three Kansas towns—Lawrence, Topeka, and Kansas City. Data were collected throughout the 1968-1969 year on both the children and the head teacher. All children were pre- and post-tested on the Social Interaction Observation measure. One observer was assigned to each class. Four classes served as controls; one class received the remedial application of programmed instruction; two classes had behavior modification procedures applied; and four classes were given both procedures. Seven children with special behavior problems were chosen by teachers in the behavior modification classes for study. Meetings were held once a week among the teacher, observers, and the Intervention Coordinator to discuss the progress of the child. Each individual study is described in detail, with six being successful in outcome. It is concluded that behavior modification can be effectively applied in Head Start classrooms. Teachers were able to increase verbal behavior, peer interaction, and duration in activities by applying the simple procedures of "priming" and "social reinforcement." Teachers were trained to use behavior modification principles effectively. Tables and figures provide the statistical data and samples of forms used. (DB)

ED 071 737 PS 006 259

Open the Door...See the People. A Descriptive Report of the Second Year of the Community Family Day Care Project.

Pacific Oaks Coll. and Children's School, Pasadena, Calif.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date 28 Sep 72

Note—257p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Age Groups, Certification, Change Agents, *Child Care Workers, Childhood Needs, *Child Welfare, *Community Programs, *Day Care Programs, Early Childhood, Elementary School Students, *Family Environment, Group Experience, Infants, Learning Processes, *Mothers, Parent Reaction, Preschool Children, Program Effectiveness, Surveys

Identifiers—*Family Day Care Mothers

The second year of the Community Family Day Care Project, begun in August 1970, to test the belief that group day care is the best way to provide care for children of working parents is discussed. The tasks for the second year were to demonstrate the feasibility of improving quality, stability, continuity, and flexibility in an existing network of Family Day Care (FDC) homes in the Pasadena area. The five parts of the report and their chapters are: Part I-1. The First Year, a Brief Review; 2. The Second Year's Objectives and People; 3. Filling the Gaps, Day Care for Infants and School Children; 4. Beyond the Call of Duty, the Special Services Given by Family Day Care Mothers (FDCMs); 5. What Makes FDC Homes Good Places to Learn; Part II-6. The Licensing Game, How to Win Without Actually Cheating; 7. Cost Issues, Catch 22; 8. Special Needs Children, a Problem for Everyone; Part III-9. Intervention Strategy, Several Approaches; 10. An Organization Is Born; 11. Community Involvement, a Two-Way Street; 12. Field Demonstration Assistants, the Students' Role; 13. Field Service Representative, the "Fix-It Man"; 14. Center Meetings, We Change Our Role; 15. Field Faculty, FDCMs Help Each Other; 16. Certificate Course, Success with some Reservations; 17. The Referral Service, a Problem in Matchmaking; 18. Other Support Services; Part IV-19. The Project as Change Agent, Measuring the Effect of Group Discussion; and Part V-Conclusions and Recommendations. Eight appendixes and a bibliography conclude the report. (DB)

ED 071 738 PS 006 274

Early Childhood Education Program: The Hartford Connecticut Public School System's Program of Open Informal Education in the Primary Grades Pre-K through 3.

Hartford Public Schools, Conn.

Pub Date [72]

Note—10p.

EDRS Price MF-\$6.65 HC-\$3.29

Descriptors—Classroom Environment, Curriculum Design, Disadvantaged Youth, *Early Childhood Education, Grade 1, Grade 2, Individualized Instruction, Inservice Teacher Education, Intervention, Kindergarten, *Open Education, Paraprofessional School Personnel, Preschool Education, Primary Grades, *Program Descriptions, *Teacher Role

Identifiers—Connecticut, Hartford, *Project Follow Through

A description is given of the total instructional program for the primary grades, including a brief historical and philosophical perspective of the Follow-Through Program developed by the Hartford Board of Education. The role of the teacher and paraprofessional and the training program available to them is described. (Author/DB)

ED 071 739 PS 006 275

Fleming, Bonnie, Ed. And Others

Resources for Creative Preschool Teaching.

Kansas Association for the Education of Young Children, Curriculum Committee.

Pub Date 72

Note—476p.

Available from—Kansas Association for the Education of Young Children Book Account, c/o Mrs. H. E. Hamilton, 6041 Sunrise Road, Lincoln, Nebraska 68510 (\$12.50)

Document Not Available from EDRS.

Descriptors—Course Content, Creative Teaching, *Curriculum Guides, *Instructional Aids, Intellectual Development, Learning Activities, *Preschool Curriculum, Preschool Education, *Resource Materials, Skill Development, *Teaching Guides, Teaching Techniques

A resource book intended as a teaching aid for preschool teachers, this compilation includes those ideas that have been used with success with children three through five years of age. The curriculum material is presented in outline format under the following headings: Subject of Interest; Basic Understandings; Additional Facts the Teacher Should Know; Methods Most Adaptable for Introducing This Subject to the Children; Vocabulary; Discovery Activities (Experiences); Dramatic Play; Learning; Language; Readiness Materials and Activities; Group Time Activities; Creative Art Materials; Routine Activities; Large Muscle Activities; Special Activities, Pictures and Displays and Special Room Arrangements; and Teacher Resources. The subjects presented in this curriculum guide are: Animals (Pet and Farm); Animals (Woods and Zoo); Chanukah; Christmas; Color; Day and Night; Easter; Fall; Families; Food; Halloween; Indians; Insects and Spiders; Mathematics; Self Concept; Space; Spring; Thanksgiving; The Senses; Tools and Machines; Transportation (Rails and Wheels); Transportation (Air and Water); Valentine's Day; Water; Winter. An appendix presents a Core Library, and activities, e.g., Fingerplays, Games, Music, Story Telling, Trips, etc. General objectives, guidance procedures, methods of presentation, and cautions are included in each section. (DB)

ED 071 740 PS 006 276

Rights of Children, 1972: Hearing before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare. United States Senate Ninety-Second Congress. Part 2: Appendix - Selected Readings on Child Abuse and Day Care.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 72

Note—823p.

Available from—Subcommittee on Children and Youth, Room 506, Senate Annex, U.S. Senate, Washington, D.C. 20510 (no charge)

Document Not Available from EDRS.

Descriptors—Bibliographies, *Child Abuse, Child Care Centers, *Child Welfare, *Day Care Programs, Guides, Publications, *Resource Materials, Social Problems, *State Legislation

Some of the basic documents that shed light on the incidence and legal aspects of child abuse are provided in this appendix. In addition, a report "Windows on Day Care" issued by the National Council of Jewish Women is provided. The contents of the two parts of this appendix are as follows: Part I. Child Abuse: Section I. Introduction; The Laws for Reporting Child Abuse; Section II. State-by-State Report; Section III. Analysis and Comments; Section IV. Selected Language (drawn from existing legislation); References; and Part II. Day Care: "Windows on Day Care"—I.

The Plan of the Report and Highlights of Findings and Recommendations; II. The Magnitude of Day Care Needs—The National Picture; III. Windows on Local Day Care Needs; IV. Windows on Proprietary Centers; V. Windows on Non-Profit Centers; VI. Windows on Day Care Homes; VII. Council Members Talk with Mothers about their Day Care Problems; VIII. Activities of the National Council of Jewish Women and its Sections in the Day Care Field; IX. Recommendations; and Appendixes: 1. Sections Which Participated in the Windows on Day Care Project and Names of Day Care Committee Chairmen; 2. Excerpts from Windows on Day Care Kit for Council Sections. The basic documents reproduced in this report include a compilation by the American Humane Association of State laws; a bibliography published by the U.S. Department of Health, Education, and Welfare; and selected journal articles addressed both to the legal problems and the practical problems involved in trying to eliminate child abuse. (For related document, see ED 066 211, Part 1 of the report.) (DB)

ED 071 741 PS 006 278

Lavattelli, Celia Stendler Stendler, Faith

Readings on Child Behavior and Development. Third Edition.

Pub Date 72

Note—529p.

Available from—Harcourt, Brace Jovanovich, Inc., 757 Third Ave., New York, N.Y. 10017 (Paperback \$6.95)

Document Not Available from EDRS.

Descriptors—Behavioral Science Research, Books, *Child Development, *Cognitive Development, *Cultural Factors, *Developmental Psychology, Early Childhood Education, Infancy, Learning Processes, *Perceptual Development, Preschool Children, Psychological Studies, Reading Materials, Social Environment, Socialization

Some of the major changes that have influenced the field of child development since the last edition (1964) are presented in this edition. The book is divided into six parts, each with an introduction that summarizes what is important in the various domains of child development. Part One, The Grand Systems, is intended to give the reader a solid theoretical foundation with which to approach the individual papers. The "grand systems," or major schools are identified as the psychoanalytic, the behaviorist, and the interactionist, and papers by authors closely identified with each system are included. The papers in the other five parts of the book reflect one of the theoretical approaches introduced in Part One. These five parts are: Part Two, The Culture and the Child: Cross-Cultural, Class, and Ethnic Differences; Part Three, Infancy; Part Four, Perceptual and Cognitive Development; Part Five, Socialization Processes; and Part Six, Socializing Agents: The Home, The School, and the Peer Group. Author and subject indexes are provided. (Author/DB)

ED 071 742 PS 006 280

Henker, Barbara A. Whalen, Carol K.

Information Processing in Auditory-Visual Conflict.

Spons Agency—Office of Education (DHEW), Washington, D.C. Regional Research Program.

Pub Date 72

Grant—OEG-0-1-054

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p129-130

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Child Development, Hypothesis Testing, Information Processing, *Preschool Children, Stimulus Devices, *Task Performance, Tests, *Visual Stimuli

The present study used a set of bimodal (auditory-visual) conflict designed specifically for the preschool child. The basic component was a match-to-sample sequence designed to reduce the often-found contaminating factors in studies with young children: failure to understand or remember instructions, inability to perform the indicator response, or disinterest or avoidance. The Ss were 99 children, mostly from low-income neighborhoods. All major ethnic groups were

represented. Two age groups separated by a 4-mo. interval were selected to facilitate identification of developmental changes. The visual stimuli were photographs of people, animals, and common objects. The task, in all series, was to match basic categories such as "trucks" or "horses". For the Auditory (A) series (and Bimodal Conflict, BC), the sample was a tape-recorded sound (cat meowing) or a label ("dog"). Procedures were designed to give the advantage of both primacy and recency to visual matches. First, a shaping procedure was used to teach the match-to-sample set in the visual mode. After five training items, the practice series was presented: four V items, eight A items and then four V trials. Results of the initial BC test showed a marked age difference in modality choice. The majority of the older children (59%) selected V matches, while very few of the younger children (13%) chose to match the V stimuli. It is clear that the primacy and recency of the V trials in the training-practice series did not discourage A responding in younger Ss. It is further suggested that the developmental difference was a function of the 5-year-old's more malleable task set. Implications are given. (CK)

ED 071 743 PS 006 282
Amundson, Marian Stuehrenberg

A Preliminary Screening Program to Identify Functioning Strengths and Weaknesses in Preschool Children.

Pub Date Aug 72

Note—88p.; M.S. in Ed. thesis, Moorhead State College, Minn.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Auditory Tests, Glossaries, Language Tests, Learning Disabilities, *Learning Readiness, Masters Theses, *Measurement Instruments, *Preschool Children, Psychomotor Skills, Raw Scores, *Screening Tests, Statistical Data, Test Results, *Test Validity, Visual Measures

Identifiers—Metropolitan Readiness Tests, Wizard of Oz Preschool Preliminary Screening

The purpose of this study was to compare two instruments for screening preschool children for potential learning problems. The two instruments used were the Metropolitan Readiness Tests (MRT) and the Wizard of Oz Preschool Preliminary Screening Program. The children tested on both measures were members of a self-contained kindergarten class. MRT testing was done in small groups by the teacher and the screening by the author and two trained volunteers. The children were screened individually for motor, visual, auditory and language competencies. Those falling below recommended scores were referred for further evaluation. The computerized comparison of the raw scores on the two instruments showed a correlation coefficient of 0.9075, with a 0.005 level of significance (N=23) using Pearson's Product Moment. Numerous recent studies have shown the MRT to be a valid predictor of future learning success or failure. Thus, the Preliminary Screening is also a valid test. The four appendices to the report provide the following: A. tables of tests scores; B. A Preliminary Screening Program to Identify Functioning Strengths and Weaknesses in Preschool Children; C. Formula for Pearson's Product Moment Correlation Coefficient; and D. Glossary. (Author/DB)

ED 071 744 PS 006 284
Randazzo, Joseph D.

A Case for Early Learning: An Invitational Environment for Children, Ages 3 - 6.

Hartford Public Schools, Conn.

Pub Date Jan 70

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Behavioral Objectives, *Cognitive Development, Creative Teaching, *Early Childhood Education, Educational Change, *Educational Needs, Individualized Instruction, *Learning Processes, Models, Preschool Education, School Environment, Skill Development, Teacher Role, Technical Reports

Identifiers—Connecticut, *Hartford

The challenges facing education today, in particular the educational programs for children aged 3 to 6, are found to be many and varied, with the failures in urban settings pointing up the need for different and responsive learning environments. In the development of alternatives to

current conditions in the schools today, the following are investigated: (1) some sources of our American tradition for the education of the young; (2) the most current investigations into the development of the intellect; and (3) what we are learning about how children really learn. The child from three to six years of age is said to need (1) independence, (2) order and sense, (3) to communicate, (4) coordinated movement, (5) to abstract, (6) to calculate, (7) repetition, (8) gregariousness, (9) concentration, (10) to satisfy curiosity, and (11) the development of a creative imagination. The need for allowing children to acquire the basic learning skills at an earlier age so that they can then engage in the "humanizing" elements of their education is stressed. The basic skills are considered to be the cognitive skills—Perceptual/Motor Development, Language Development, Concept Formation, and Problem Solving. The second major basic learning area is the affective domain, which leads to the development of social responsibility, commitment, and success identity for children. A design for a learning environment for children ages 3 to 6 years is presented. The program initiated by the Hartford (Connecticut) Public School System to meet the educational needs of young learners in that community is described. (DB)

ED 071 745 PS 006 286

Trisdorfer, Alice And Others

Family Day Care Mothers: What "They" Want in Training Programs.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons. Agency—Department of Agriculture, Washington, D. C. Extension Service.; New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Occupations, *Day Care Services, Discipline, *Educational Programs, Financial Needs, Interpersonal Relationship, *Mothers, Play, Problem Solving, Psychologists, Role Perception, *Training Objectives

A report based on information gathered by interviewing ten family day care mothers is presented. The following categories represent the problem and need areas discussed by the day care mothers who were interviewed: Activities, Problems with Natural Parents, Relating to the Children, and Financial Problems. The mothers were asked to discuss any problems they have encountered connected with their caretaker functions; remedies, if any, to these problems; and suggestions of topics that should be included in a training program for family day care mothers. Six of the ten day care mothers felt that the most important topic to be covered in a training program would be appropriate activities for various aged children. Also, most felt that it would be important to include in a training program ways of relating with the natural parents. Most felt that it would be extremely useful for child development professionals to discuss child-related topics in a training program. Finally, most of the mothers felt the need for information on filling out income tax forms. It is pointed out that family day care mothers can and should serve as integral parts in the planning and execution of training programs. (CK)

ED 071 746 PS 006 287

Trisdorfer, Alice And Others

The Birth and Growth of the Tompkins County Day Care and Child Development Council Inc.

State Univ. of New York, Ithaca. Coll. of Human Ecology at Cornell Univ.

Spons. Agency—Department of Agriculture, Washington, D. C. Extension Service.; New York State Education Dept., Albany. Office of Occupational Education.; State Univ. of New York, Ithaca. Coll. of Agriculture at Cornell Univ.

Pub Date [71]

Note—16p.; F-2987

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Counseling, *Day Care Services, Educational Programs, *Mothers, *Organization, *Preschool Children, Projects, Self Concept, Teaching Techniques, Workshops

This paper is the first in a series on family day care produced as part of a project to design and test an informal continuing education program with family day care mothers. The initial impetus for discussion of day care problems in Tompkins County, New York, grew out of the concern of professionals from counseling agencies. Investigation and discussions revealed that there was no central agency that could provide information about day care. Finally, a Gathering Place was established to help implement the concept of centralized support services. It served several purposes. It provided a central place for at-cost sales of arts, crafts and snack supplies to cooperative nursery schools, day care centers, play schools and family day care mothers. A major goal of the Day Care Service is to develop a comprehensive network of good day care services for children of working parents. The service has moved a long way. Twenty-five percent of the children in Tompkins County are in organized day care facilities as opposed to ten percent in the nation. It is being called on to share its ideas and accomplishments with many other areas of the state. The approaches used by the Day Care Service to involve the day care mothers and to develop their self-image were as follows: to involve them in the planning for training programs and workshops at the Gathering Place and to encourage and work with them in developing an autonomous organization that provides an opportunity for day care mothers to share common problems. (CK)

ED 071 747 PS 006 288

Potts, Marion

A Technique for Measuring Language Production in Three, Four & Five Year Olds.

Note—10p.; F-3454

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Language Development, Lower Class, Measurement Instruments, *Measurement Techniques, Middle Class, Morphemes, *Preschool Children, Speech, *Speech Evaluation, Syntax, *Tests, Verbs

The technique to be described here was developed to meet the need for a language production measure. It samples a variety of morphemic and syntactic patterns, and avoids the problems of imitation and of free speech analysis. The production test is administered in a sentence-completion format. A very brief incomplete story is told by the examiner in a form designed to elicit a particular target syntax. The test as developed contains 47 items covering 28 different structures, including present and past tense, auxiliary, possessives, negation, indirect object, conditional, relative clause, passive, and subjunctive. The final instrument was administered to 310 middle class children, and 163 lower class youngsters, all within the age range of 3/0 through 5/11. All children were individually tested by one of five white female examiners in rooms separate from the regular classroom. Data analyses were done by the three twelve-month groups of threes, fours, fives, as well as by six-month subgroups for the middle class. Data may indicate that acquisition of standard English patterns is not simply a bigger problem, but a different kind of problem for lower class children. (CK)

ED 071 748 PS 006 290

Landes, Sandra R.

Abbreviated Version of the 1971-72 Final Evaluation Report. Preschool for Urban Children Project.

Educational Testing Service, Princeton, N.J.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, *Evaluation Techniques, *Parent Participation, *Preschool Education, Projects, Social Work, Test Results, *Tests, *Urban Education

Identifiers—*Sesame Street

A project designed to serve two purposes in serving urban children is described. The purposes are: (1) to provide preschool education based on Sesame Street viewing, and (2) to provide an experimental framework to evaluate three possible approaches of parental involvement which might further enhance the gains of children viewing Sesame Street. The project consists of three study components, each representing a different method of parent involvement. Six viewing centers were established—two centers per com-

ponent. The two centers in Component I have a program utilizing "parents in the school setting." "Parents with social work aide service" are enrolled in the centers of Component II. Component III is a home base project, in which the centers serve only as central meeting and resource areas. This report documents the activities of the Preschool for Urban Project during its first operational year. The participants in all three study components consisted of parent-child pairs. All data analyses are based upon those children and parents for whom both pretest and posttest data were available and acceptable. (CK)

ED 071 749 PS 006 291

Johnson, Stephen M., Bolstad, Orin D.
Methodological Issues in Naturalistic Observation: Some Problems and Solutions for Field Research. Final Report.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Mar 72

Note—87p.; Presented at the Banff International Conference on Behavior Modification (4th, March 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, Children, Classification, *Data Analysis, *Family Life, Observation, Problem Solving, *Psychology, *Research Methodology, Standards

An attempt at defining and describing those factors which most often jeopardize the validity of naturalistic behavioral data is presented. A number of investigations from many laboratories which demonstrate these methodological problems are reviewed. Next, suggestions, implementations, and testing of effectiveness of various solutions to these dilemmas of methodology are steps taken. Research in the paper involves the observation of both "normal" and "deviant" children and families in the home setting. The observation system employed is a modified form of the code devised by Patterson, Ray, Shaw, and Cobb (1969). The observations are made under certain restrictive conditions: (1) All family members must be present in two adjoining rooms; (2) No interactions with the observer are permitted; (3) The television set may not be on; and (4) No visitors or extended telephone calls are permitted. Other later studies are also reviewed in this paper. (CK)

ED 071 750

PS 006 292

Weaver, Nancy

New Prevention Perspectives in Nutrition Services for Children.

Pub Date Aug 72

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Development, *Developmental Programs, Eating Habits, *Health Education, Interviews, *Nutrition, Nutrition Instruction, Parent Role, Prevention, Problem Solving, *Therapy

Presentations concerning a variety of special programs operating within the framework of a large comprehensive child care program were discussed. A description is given of how a specialist from a certain discipline functions in the many varied programs aimed at prevention. The specialty is nutrition. Each presentation discussed has opportunities for delivery of nutrition services aimed at helping the child and his family develop to their fullest potential. On the Crisis Team, the nutritionist who is also trained in family therapy techniques is able to help parents understand and cope with special feeding problems. In the Hospital Child Life Program a nutritionist can be an asset to the staff trying to work with the child on a special diet. In the training of child development consultants, the nutritionist has a role as educator and consultant. The Vista Larga Therapeutic School Project has extensive nutrition services built into its program. It is pointed out that while severe nutritional problems exist in this country, the much more common nutritional problems are much less severe. The nutrition evaluation process consists of parent interviews, feeding history, analysis of dietary intake, feeding skill evaluation, and occasionally biochemical analysis for 17 different body nutrients. Preventative plans and recommendations cover such areas as nutrition and dental health, weight control, food and meal patterning in relation to behavioral characteristics, and techniques for developing proper eating habits. A community nutrition workshop aimed at feeding problems of children is planned. (CK)

ED 071 751

PS 006 293

Elliott, David L.

Project 88: Parent Participation in the Elementary School.

Richmond Unified School District, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date Aug 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cross Age Teaching, *Early Childhood Education, Elementary Grades, Experimental Programs, *Kindergarten Children, *Parent Participation, Preschool Programs, Program Descriptions, *Teacher Aides, Tutoring

Identifiers—California, *Richmond Unified School District

The program described in this paper illustrates the extension of teaching to parents and older children. Project 88, so-called because of the 88 children who were involved during the first year of the program in 1969, is a parent participation program that included a kindergarten, a first grade, and an intergrade 4-5-6 combination at the Castro School in El Cerrito, California. Five of the minimum conditions that must be met in organizing a parent participation program are: (1) the teachers involved must have classroom programs that are attractive to parents and children and flexible and varied enough to allow others to share in the instructional role; (2) provisions must be made for many different kinds of participation by parents and volunteers in ways that fulfill important needs of both adults and children; (3) provide training and consultation for participants to foster understanding of children's behavior and learning, various knowledge areas, and the ways in which schools and classrooms function; (4) provide leadership and organization to insure that the planning and administrative functions necessary to coordinate the resources are carried out; and (5) obtain administrative support from the local building principal and central office personnel to facilitate operation and integration of the program into the overall school program. Parent participation grew in the three years of the program beyond the Project 88 classrooms, and it is felt that increased involvement will continue. (DB)

ED 071 752

PS 006 294

Cline, Victor B., And Others

The Desensitization of Children to Television Violence.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [72]

Note—14p.

Available from—Victor B. Cline, Department of Psychology, University of Utah, Salt Lake City, Utah 84112

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Child Psychology, *Desensitization, *Early Experience, *Emotional Response, Films, Males, Psychological Studies, Research Methodology, Statistical Analysis, *Television Viewing, Violence

Children with histories of high and low exposure to television (and the violence therein) were exposed to a moderately violent film. Measures of autonomic response (skin conductance and blood volume pulse amplitude) were taken before and during their exposure to the violent film. Over both measures and in another replicated study, the high TV exposure subjects were found to be significantly less "aroused" autonomically, suggesting a limited but still definite and measurable desensitization to filmed violence. Since the subjects had had no, or no recent, exposure to the particular film, the results suggest the possibility of a generalizing effect for the desensitization that occurred. (Author)

ED 071 753

PS 006 297

Infant Mortality Rates: Socioeconomic Factors. United States, National Vital Statistics System, Series 22, Number 14.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HSM-72-1045

Pub Date Mar 72

Note—73p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. HSM-72-1045, \$0.65)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Income, *Infant Mortality, *Infants, *Parental Background, Questionnaires, Racial Factors, Sex (Characteristics), *Socioeconomic Influences, *Statistical Data, Surveys, Tables (Data)

Identifiers—*National Natality Survey

Statistics are presented on infant mortality rates according to race, sex, family income, education of mother, and education of father. The statistics are based on data collected by a questionnaire mailed to mothers of legitimate births and to medical care facilities and mothers of legitimate infant deaths. Samples were selected from records of births and infant deaths in 1964, 1965, and 1966 which were filed with the National Center for Health Statistics. The data are presented in 22 tables. The three appendices to the report provide: I. Sources and Limitations of Data; II. Definitions of Terms Used in This Report; and III. Source Forms. (Author/DB)

ED 071 754

PS 006 298

Siegler, Robert S., Liebert, Robert M.

Learning of Liquid Quantity Relationships as a Function of Rules and Feedback, Number of Training Problems, and Age of Subject.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th St., N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Age, Analysis of Variance, *Cognitive Development, *Conservation (Concept), Early Childhood, Feedback, Females, Grade 1, Kindergarten, Males, *Performance Tests, Problem Solving, Research, Testing, *Training Techniques

Identifiers—Liquid Quantity Problem, *Piaget (Jean)

To replicate the findings of a previous experiment in which it was shown that the systematic presentation of rules and feedback on conservation and conservation-related problems can be employed to teach young children the traditional (Piagetian) liquid quantity problem rapidly, an analysis was made of the role of two other variables: (1) use of three different types of problems vs. repeated presentation of the conservation task, and (2) age of the subject. It was predicted that rule and feedback training would again facilitate conservation performance; that exposure to conservation-related problems would facilitate performance on them without impeding mastery of the conservation problem, per se; and that performance would be directly related to age. It was expected that older children would benefit from mere exposure to the problems, but that younger children would not. The subjects were 80 children (40 kindergarten children with mean age of about 64 months, and 40 first graders with a mean age of 77 months). The criterion for participation was failing to respond acceptably to a pretest of liquid quantity conservation. An equal number of boys and girls were randomly assigned within age groups to four experimental conditions. Pretests and posttests were administered on three liquid quantity measures. All children received 18 training trials following posttests. Analyses of variance were performed on posttest data. Results of the study showed that 70% of the children who received conservation and conservation-related problems with rule and feedback training mastered the conservation of liquid and quantity task; 60% of kindergartners and 80% of first graders mastered the problem. (DB)

ED 071 755

PS 006 299

Stallings, Jane

What Happens in the Follow-Through Program? Implications for Child Growth and Development.

Pub Date [72]

Note—42p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavior Development, *Child Development, *Classroom Observation Techniques, Comparative Analysis, *Compensatory Education Programs, *Early Childhood Education, Kindergarten, Learning Theories, Measurement Instruments, Primary Grades, *Program Evaluation, Statistical Analysis, Student Teacher Relationship, Tables (Data), Teaching Models, Teaching Techniques, Tests

Identifiers—Bank Street College, *Classroom Observation Instrument, Educational Development Center, Far West Lab, High Scope, New York University, University of Arizona, University of Florida, University of Kansas, University of Oregon

The SRI Classroom Observation Instrument (COI) was used in evaluating the instructional models being tested by nine Follow Through (FT) sponsors in Spring 1971. The SRI COI has three major parts: a section for describing the physical environment, a Classroom Checklist, and a Five-Minute Observation Form. The principal question which the evaluation sought to answer was: Are there "planned variations," and, if so, which are effective for enhancing the social, emotional, and cognitive growth of children. Sixty-eight variables were used in the observation analysis to identify specific components of the different models. From comparisons on the 68 variables and on a five-factor profile, the nine sponsor approaches are different from each other, but there is evidence that each sponsor is, in part, successfully implementing his program. From master tapes containing all COI information, a data tape was generated containing all occurrences of the 68 variables throughout the FT groups (N=97) and the non-FT groups (N=26). Among the differences found between the FT and non-FT classes, the following are considered as being particularly important: (1) Children in FT classes experienced a wider variety of activities than children in comparison classrooms; (2) FT children more often engaged "independently" in a variety of activities than did non-FT children; (3) There was a higher proportion of adults, and thus more individual and small group instruction, in FT classrooms; (4) In FT classrooms, thought-provoking questions of adults were more often responded to with elaboration by the children; and (5) Adults in non-FT classes did more instructing in large groups. Nine tables present the study data. (DB)

ED 071 756 PS 006 300

Allen, Rebecca Blundell

Family Day Care as Observed in Licensed Homes in Montgomery County, Maryland.

Pub Date [71]

Note—54p.; Report submitted in partial fulfillment of the requirements for the degree of Master of Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Certification, *Childhood Needs, Child Rearing, Data Analysis, *Day Care Services, Early Experience, Federal Legislation, Masters Theses, *Parent Reaction, *Participant Characteristics, Questionnaires, State Legislation

Identifiers—Maryland, *Montgomery County

A questionnaire was administered to 39 licensed day-care mothers in Montgomery County, Maryland. This report presents what was found in observations of the family day care homes, and points out the relative merits and disadvantages of family day care and group day care. The sections of the report are: I. Introduction; II. The Needs of Children; III. Family Day Care in Montgomery County—A. Procedure; B. Data Summarized (The Caretakers; Fees; Substitutes; Facilities; The Children; The Activities; Placement; and Relationships with Parents); C. Conclusions; and D. Recommendations. Appendixes provide the Questionnaire, the Master List, and Official Notification. A bibliography is included. (DB)

ED 071 757 PS 006 301

Dale, Philip S. Kelly, Douglas

Language Use and Social Setting: A Suggestion for Early Education.

Pub Date Jun 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Developmental Psychology, Early Experience, *Language Development, *Language Research, *Peer

Teaching, Preschool Children, Preschool Education, Speech Skills, *Student Teacher Relationship, Teaching Techniques, Technical Reports, Verbal Ability

The influence on child language of the role of the child, and his conversational partners, was studied at the University of Washington Developmental Psychology Laboratory Preschool. Seven lessons were recorded, three child-led sessions and four adult-led sessions. The group composition varied daily but six children to be studied were included in almost every group. Language samples of three types were obtained: child in group led by adult; child in group led by child; and child as teacher. For three children, samples of all three types were obtained; for three additional children, samples of the first two types were obtained. Several measures were computed for all language samples, including rate and mean length of utterance. Utterances were also classified according to sentence type: declarative, interrogative, imperative, etc. The pattern of results is consistent: children produce more utterances, longer sentences, and ask proportionately more questions when they are teachers than when they are members of a group being taught by an adult. There is some tendency for the same changes to occur when a child is in a group taught by a child as opposed to being taught by an adult, but the magnitude of the shift is smaller. It is concluded that the results suggest that the "teaching experience" is a valuable one for preschool children. Three figures illustrate utterances per minute, mean length of utterance, and percent of questions of the six children. A bibliography is provided. (Author/DB)

ED 071 758 PS 006 302

Salzer, Richard T.

Care and Education of the Young Child.

National Association of State Boards of Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—19p.; Chapter from the book, "Six Crucial Issues in Education"

Available from—National Association of State Boards of Education, 2480 West 26th Avenue, Suite 215-B, Denver, Colorado 80211

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Books, *Child Care, Child Care Centers, Child Development, Child Rearing, *Cognitive Development, *Compensatory Education Programs, Day Care Programs, Day Care Services, Disadvantaged Youth, *Early Childhood Education, Home Programs, Nursery Schools, Parent Participation, Preschool Education, Preschool Learning, *Preschool Programs, Preschool Teachers, Program Descriptions, Program Planning, Skill Development

Identifiers—Bloom (B), Hunt (J), Montessori (M), Piaget (J), Project Follow Through, Project Head Start

Early childhood education is the topic of this chapter from "Six Crucial Issues in Education." The Foreword and introduction to the book are provided. The following areas are discussed in this chapter: (1) Research—Bloom, Hunt's "Intelligence and Experience," Piaget; (2) Head Start and Other Compensatory Programs; (3) Public Attention to Education; (4) Day-Care Services—current controversy, rationale; (5) Infants and Parents—research on parents as teachers, projects to improve parents' teaching skills, Parent Child Centers; (6) Developmental Nursery Schools—what happens in nursery school, the Montessori schools; (7) Follow-Through Models; (8) Teaching School-Related Skills—academically oriented approach, behavioral analysis model; (9) Changing the School-Educational Development Center approach, Responsive Environment and Tucson Early Education Follow Through models; (10) Fostering Normal Development—Bank Street approach, cognitively oriented program; and (11) Planning Considerations—Increased Options, Parent Involvement, Quality Control, Staff Preparation (education), Administrative Responsibility, Value Judgements. A bibliography and list of additional sources are provided. (KM)

ED 071 759 PS 006 303

Gladkowski, Gerald James

Another Look at Compensatory Education.

Pub Date [71]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Compensatory Education Programs, Disadvantaged Youth, *Evaluation Criteria, *Evaluation Methods, Experimental Programs, Literature Reviews, Measurement Instruments, Preschool Education, Preschool Evaluation, Preschool Learning, Preschool Programs, *Program Evaluation, Reliability, Research Criteria, *Research Methodology

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, Project Head Start

In considering the apparent failure of the two major compensatory education programs, Project Head Start and Title I, there are so many uncontrolled variables interacting simultaneously that it is virtually impossible to define the specific etiological factors engendering the results obtained. The Federal programs are difficult to evaluate because their goals are broad, they involve millions of children, and they are administered by Federal agencies far away from individual projects. Other problems are created through such variables as program effects or maturation (our lack of knowledge about preschool learning and disadvantaged learners), interactions of various socializing agencies, and technology. Reliability of measurement devices is especially doubtful at the preschool level. Our lack of knowledge in the affective domain is even greater. The major weaknesses of the compensatory evaluation are: (1) lack of comparable groups and control groups; (2) no planned variation in programs; (3) lack of random selection and/or assignment of Ss to treatment and control groups; (4) lack of clear-cut criteria for inclusion in the program; (5) lack of clearly specified objectives; and (6) non-comparable data. Future intervention programs should adhere to the tenets of experimental research. Residential centers are recommended to remove disadvantaged children from impoverished environments in infancy. A bibliography is provided. (KM)

ED 071 760 PS 006 304

Vogt, Leona M. Wholey, Joseph S.

Health Start: Final Report of the Evaluation of the First Year Program.

Urban Inst., Washington, D.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Report No.—UI-961-6

Pub Date 29 Sep 72

Note—214p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Demonstration Projects, *Economically Disadvantaged, Guides, *Health Education, Objectives, *Preschool Children, Projects

Identifiers—Project Head Start, Project Health Start

A demonstration program to build on the health experience in the Head Start Program was launched. A special target group (siblings of Head Start children) was identified, although other economically disadvantaged children from 0 to 6 years of age were also to be served. This project report is divided into seven chapters. Chapter I gives the introduction and a summary. Chapter II addresses the evaluation results and methodological issues related to the first year Health Start Program. Chapter III describes Health Starts progress in meeting the program objectives; Chapter IV addresses the guideline requirements; Chapter V shows projects planned and the actual performance of individual Health Start projects. Technical assistance offered to the projects is addressed in Chapter VI; and major conclusions and recommendations are presented in Chapter VII. (Author/CK)

ED 071 761 PS 006 305

Montgomery, Mary Eleanor

The Interaction of Three Levels of Aptitude Determined by a Teach-Test Procedure with Two Treatments Related to Area. Report from the Project on Development of Instructional Programs: Analysis of Mathematics Instruction.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-5-0216

Pub Date Sep 72

Contract—OEC-5-10-154

Note—145p.; Technical Report No. 235

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aptitude Tests, Behavioral Objectives, Concept Teaching, *Curriculum Develop-

ment, *Evaluation Techniques, Interaction, Primary Grades, *Problem Solving, *Relevance (Education), Research, Test Results, *Tests

The general problem addressed in this thesis concerns formative evaluation relevant to curriculum development. The research strategy was that of an aptitude-treatment interaction (ATI) study. Aptitude was defined in terms of the individual's ability to learn specific concepts associated with a unit of length measurement. The treatments were designed to differ only in their emphasis on a unit of area measurement. The specific question asked was: In what manner does the ability of children to learn concepts associated with a unit of length affect the extent to which they attain concepts associated with area and a unit of area for each of the two given treatments? In order to determine this ability, 90 second and third graders were subjected to a teach-test procedure. This procedure consisted of a pretest, a brief instructional treatment and a posttest, all of which tested or taught about a unit of length. The results of the two tests were used to determine the aptitude levels. No significant interactions were found between the aptitudes and treatments on any of the measures. There were significant main effects due to aptitude and to treatment for achievement and retention measures. Other findings relevant to curriculum development reported in this study are: (1) It is feasible to teach these area concepts to second and third graders, and (2) Second and third graders are capable of handling conflicting situations involving units of area. (Author/CK)

ED 071 762 PS 006 306

Jensen, Larry C. Vance, Barbara
Effects of Training on the Ethical Reasoning of Children. Final Report.

Brigham Young Univ., Provo, Utah.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-0-0264
Pub Date Nov 72
Grant—OEG-8-70-0201(508)
Note—283p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavior Patterns, Child Development, Children, *Cognitive Development, Factor Analysis, Learning Theories, *Logic, Models, *Moral Values, Parent Attitudes, *Preschool Children, *Projects, Research Identifiers—Piaget (Jean)

The project consisted of several independent sub-experiments focusing on factors that affect moral reasoning among young children. Preschool children, following brief training programs, reasoned more maturely about intentionality, punishment, sanctions following behavior, relativity, and immanent justice. Two methods of training were compared. In some cases children were more advanced or behaved differently than described by Piaget. Correlations between some of these measures including measures of parental attitudes were also computed. The findings were discussed in terms of the cognitive-developmental theories and a comprehension preference model proposed by the investigators. Recommendations for further research and programs to facilitate growth of children's moral reasoning were proposed. (Author)

ED 071 763 PS 006 307

Siegel, Alexander W. Barber, John C.
Visual and Haptic Dimensional Dominance: The Effects of Novelty.

Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—BR-5-0253
Pub Date 72
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Color Presentation, *Developmental Tasks, *Dimensional Preference, Grade 1, *Haptic Perception, Kindergarten, Preschool Children, Research Methodology, Technical Reports, *Visual Perception

Tests of dimensional dominance with planometric stimuli in either the visual or haptic modality were given to 108 children, 36 from each of the grade levels preschool, kindergarten, and first. Visual dimensions were form and color; haptic dimensions were form and texture. Following initial dominance assessment, one-third of the subjects were presented familiar forms and novel

colors (visually) or textures (haptically), one-third were presented novel forms and familiar colors or textures, and one-third were presented novel forms and novel colors or textures. Results indicated that the shift to form dominance occurred relatively later in the haptic modality (first grade) than in the visual modality (kindergarten). The effects of the novelty manipulation were opposite in the two modalities: Visually, introduction of novel color cues with familiar forms produced the greatest shift towards color dominance; haptically, introduction of novel form cues produced the greatest shift towards texture dominance. (Author)

ED 071 764 PS 006 308

Cicirelli, Victor G. And Others
Relationship of Sibling Structure and Interaction to Categorization Ability. Final Report.

Purdue Univ., Lafayette, Ind.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No.—BR-1-E-106
Pub Date Sep 72
Grant—OEG-5-71-0047(509)
Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Behavior Development, *Cognitive Development, Cognitive Measurement, Data Analysis, Elementary Grades, Evaluation Methods, Experiments, Intellectual Development, Kindergarten, Research, Research Methodology, Research Reviews (Publications), *Sex Differences, *Siblings, Sorting Procedures, Tables (Data), *Task Performance, Technical Reports, Test Results, Visual Measures

This study identified behaviors of sibling pairs interacting on a cognitive task and related these behaviors to sibling structure variables (age and sex of each sibling and age spacing between them) and to measure of cognitive abilities of the younger sibling. Subjects were 160 sibling pairs randomly selected from appropriate subpopulations of two-child families: half the younger siblings were kindergartners, half second graders; half the older siblings were two years older, half four years older. The four possible sex combinations were equally represented. For half the pairs, the younger sibling carried out an initial object-sorting task alone. For the remainder, the older sibling helped the younger on sorting, and their behavior was recorded. Measures of the younger siblings' categorization abilities on a second object-sorting task were taken. Results showed that the assistance of the older sibling had a significant effect on the younger sibling's later categorization for six of the eight object-sorting variables. Children with siblings four years older made larger groups and left fewer ungrouped items than children with siblings two years older. Children with siblings of the same sex used fewer relational categories (according to the Wallach and Kogan criteria) than children with opposite sex siblings. Significant correlations were found between siblings' behaviors and the younger siblings' later categorization. (Author/KM)

ED 071 765 PS 006 309

Almy, Millie
Early Childhood Research: Second Thoughts and Next Steps.

Pub Date [72]
Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, Curriculum Development, *Developmental Psychology, Disadvantaged Youth, *Early Childhood Education, Educational Change, *Educational Research, Infants, Intervention, Kindergarten, Learning Readiness, Longitudinal Studies, Nursery Schools, Parent Child Relationship, Parent Teacher Cooperation, Preschool Education, Preschool Learning, *Preschool Programs, Research Reviews (Publications), Teacher Role Identifiers—Project Head Start

This review of early childhood research examines what has been accomplished in the field and what questions now need to be answered. Project Head Start has had the effect of helping developmental psychology to become more comprehensive and less ethnocentric than previously. Developmental psychologists are now studying infants and toddlers and the preschool child's total functioning. Educational researchers are currently

reacting to the apparent failure of public preschool programs to improve the later school achievement of disadvantaged children. The trend will probably be toward a wider range of options concerning types of early education. Developmental research in early education, involving studies of how and when particular skills and content can best be learned, is necessary to create an effective instructional program. Little research has been done on the developmental characteristics of 3- and 4-year-olds, and few instructional programs have recognized the important role fantasy and spontaneous play have in a child's cognitive development. The scope of research in early childhood education needs to be broadened and put in a more comprehensive developmental framework, although approaches are becoming increasingly sophisticated. Involvement with collecting and analyzing data has widened the distance between the researcher and the researched, and researchers should use the current period of limited funding to rethink and reorder priorities. Researchers might investigate the child and his family, the classroom and the teaching, the teacher's role, and institutional setting, and research and the researcher. (KM)

ED 071 766 PS 006 310

LaRoche, Susan Merritt
A Beginner's Approach to Science with Lines, Games and Charts.

Pub Date 70
Note—96p.; Submitted in partial fulfillment of the requirement for the M.A.T. Science Degree, Webster College, Webster Groves, Missouri 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Childrens Books, Concept Formation, Creative Thinking, *Curriculum Guides, *Discovery Learning, *Elementary School Science, Grade 1, Instructional Materials, Kindergarten, Logical Thinking, *Mathematical Concepts, *Problem Solving, Science Activities, Science Curriculum

A primary science program was developed over a 2-year period at a Montessori school. The program is intended to encourage creative but logical thought and active participation by the child in learning "hows" and "whys." It teaches the mathematical operations (measurement and comparative notation) necessary to know what to do with scientific information acquired in later study. The program consists of a series of problems (getting a stick the same length as a line on the chalkboard, making charts, etc.) the students discuss and experiment with. Shelf material and games are provided for the children to use anytime during the day. The children with whom the program was developed were relatively bright students of kindergarten age. The program is judged to be more suitable in most instances for first grade. Appendix I provides games and charts, and Appendix II shelf material and graphs. A bibliography of children's books is also given. (KM)

ED 071 767 PS 006 311

Gordon, Ira J.
"What Is Success?"

Florida Univ., Gainesville. Inst. for Development of Human Resources.
Pub Date 17 Nov 72

Note—30p.; Paper presented at National Association for the Education of Young Children Conference, Atlanta, Georgia, November 17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Attitude Tests, Behavioral Objectives, Behavior Rating Scales, Early Childhood Education, Educational Accountability, *Educational Objectives, *Family Attitudes, Family School Relationship, Negative Attitudes, Parent Attitudes, Parent School Relationship, Racial Attitudes, *Self Actualization, Self Concept, Self Esteem, Speeches, Student Attitudes, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior

Identifiers—FLACCS, Florida Climate and Control System, Florida Taxonomy of Cognitive Behavior, Teacher Practices Observation Record, TPOR

This paper explores the way educators are accountable for achieving success in early childhood education. The letters QRS stand for the goals educators should have. The first goal should be to develop a questioning, open attitude and an inquiring mind. The R's are respect for self and respect for others. Educators and our society have failed particularly on the latter point. The

three S's are a sense of competence, a sense of responsibility for one's own conduct, and a sense of commitment. Family factors, especially parenting, have a profound influence on acquisition of the QRS. Parental openness, support, respect, and sharing help children attain these goals. Educators should encourage parents and families to believe in their worth. Teachers encourage or discourage the QRS through the type of classes they conduct, their attitudes toward administrators and other school personnel, the way they treat students, their attitudes toward the ways of representing ethnic groups, and their commitment to pupil-teacher planning and participation in local affairs. Achievement of the QRS can be measured through various inventories and observation records of attitudes and behaviors. (KM)

ED 071 768 PS 006 312

Baxter, George W.

Cognitive Effects on the Child's Internalization of Altruistic Behavior.

Pub Date Apr 72

Note—8p.; Paper presented at meeting of the Southeastern Psychological Association (Atlanta, April, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Altruism, Behavioral Objectives, *Behavior Development, *Cognitive Development, Cognitive Objectives, Cognitive Processes, Elementary Grades, *Social Adjustment, Socialization, Social Maturity, Speeches, Stimulus Generalization, Technical Reports
Identifiers—Aronfreed (J)

Cognitive effects in children's learning of altruistic behavior were tested with an adaptation of Aronfreed's test design and machine. Children in grades 1-4 were presented with a machine with 2 levers. One lever, when pressed, released bubble gum, and the other turned on a light. For two of the three groups the experimenter exclaimed delightedly when the light came on. A story (unrelated to the test experience but involving a similar idea of self-sacrifice) was read to one of the two groups before the test. Following the test, all groups were given an opportunity to give any amount of their bubble gum to a charity box for needy children. For the test experience in grades 2-4, the results in the story group were significantly different from the other groups, but results in the second (non-story) group were not significantly different from the control group. The results for the charity box experience were the same, except that the differences involved grade 1 also. An experiment was conducted to test whether the cognitive treatment would continue to be effective over a five-day period. No significant loss of effectiveness was found. It was concluded that cognitive factors can influence children's altruistic behavior, but in grade 1 only in a familiar situation (the charity box). (A number of pages of the document may reproduce poorly due to marginal legibility.) (KM)

ED 071 769 PS 006 313

Picasso de Oyague, Alfredo

Scientific Study of Malnutrition as a Limiting Factor in the Development of Education.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Report No.—SC-WS-516

Pub Date Nov 72

Note—37p.; Paper presented at UNESCO Seminar on Education, Nutrition, Agriculture and Man (Lima, Peru, 27 November - 9 December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, *Child Development, Childhood Needs, *Conference Reports, Developed Nations, *Developing Nations, *Disadvantaged Groups, Educational Problems, Hunger, International Education, International Organizations, Mental Development, *Nutrition, Nutrition Instruction, Physical Development, Prenatal Influences, Scientific Research, Socioeconomic Influences, Statistical Data, Tables (Data)

Identifiers—*UNESCO

This study on malnutrition as a limiting factor in the development of education (and, hence, in socioeconomic development generally) was presented to the UNESCO Seminar on Education, Nutrition, Agriculture and Man. The paper reports on recent research showing that the development of the central nervous system in very young children (including the period of gestation) is realized at a sub-optimal level if the

child, particularly before age 3, should suffer from nutritional deficiencies, especially animal protein and vitamins. The paper poses these questions: (1) Is malnutrition during the early years of life a decisive limiting factor in the development of education among economically and socially disadvantaged segments of society in developing and industrialized countries alike? (2) Are 2/3 to 3/4 of the children in developing countries probably not suffering from malnutrition (fully half to an extreme degree) during their first years of life? (3) Are overall food (particularly protein) shortages not far less the cause of present inadequate child feeding in disadvantaged communities than lack of awareness, by those who feed the children, of the consequences and implications of defective child nutrition? Sections on planning a research program and possibilities for immediate corrective action follow discussion of the issue. (Author/KM)

ED 071 770 PS 006 317

Who Will Take Care of Your Child When You are in Training or on the Job?

Children's Bureau (DHEW), Washington, D.C.

Report No.—CB-Pub-467-1969

Note—16p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Care Centers, Day Care Services, *Government Publications, Guides, Mothers, *Working Women

This booklet gives mothers basic information about arranging for child care before going to work. The booklet is written on a simple reading level and includes the following sections: (1) there are several kinds of day care; (2) care depends on child's age; (3) older child needs good plan; (4) must have health test; (5) with group own age; (6) choose place to send him; (7) take him on visit first; (8) learn to know day care people; (9) he may become sick; (10) give him attention each day; (11) you may serve on a committee; and (12) you can appeal [the day care] worker's decision. (KM)

ED 071 771 PS 006 321

Rex, Betty

Concepts of Music for the Young Child.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—40p.; Adapted from "Music Guide for Elementary Classroom Teachers"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, Concept Teaching, *Curriculum Guides, *Elementary Grades, *Kindergarten, Music Activities, *Music Education, Resource Materials, Teaching Guides

A concept approach to teaching music to young children is presented. Thirteen key concepts which should have meaning for the young child are presented (for example, "in music there is usually a steady recurring pulse called the beat"). For each concept, activities, points to remember in teaching, and lists of songs (with the books in which they can be found) and recorded music are given. A bibliography of basic classroom music textbooks, supplementary books, and teachers' reference books is provided. (KM)

ED 071 772 PS 006 323

Warner, Jeanette V., Comp.

Year-Round Sensory Activities.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—13p.; Contributed by participants at the Shippensburg Summer Conference, June 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Curriculum Guides, Elementary School Science, *Kindergarten, Natural Sciences, *Primary Grades, *Science Activities, Science Education, Science Materials, *Sensory Experience, Sensory Training

This month-by-month calendar of suggested sensory activities is intended to be part of the science curriculum in kindergarten and the primary grades. It takes advantage of the child's natural interest in examining the world around him. Lists of natural and man-made objects appropriate to each school month are divided ac-

cording to the sense to which they appeal most. (KM)

ED 071 773

PS 006 324

Miller, Miriam, Ed.

The Neglected Years: Early Childhood.

United Nations Children's Fund, New York, N.Y.

Pub Date 73

Note—94p.

Available from—United Nations, Sales Section, Publishing Service, New York, New York 10017 (United Nations Publication, Sales No.: E.73.IV.1, \$2.50)

Document Not Available from EDRS.

Descriptors—Books, *Child Care, Child Care Centers, *Child Development, Child Rearing, Cognitive Development, Culture Conflict, Day Care Services, *Developing Nations, Disadvantaged Groups, Disease Control, Early Childhood Education, *Health Conditions, Individual Development, Medical Services, Mothers, Nutrition, Play, *Preschool Children, Preschool Education, Program Planning, Social Change
Identifiers—Africa, Asia, Latin America, Piaget (Jean), *UNICEF

This collection of articles deals with the plight of preschool children in developing countries and contemporary thought in the field of child care. In "Speaking Freely—Highlights of a Roundtable Discussion on the Preschool Child, with a 'Commentary' by Dr. William M. Schmidt," 18 doctors exchange ideas about the major problems in child care. "How a Child's Mind Grows," by Jean Piaget, offers a compact overview of his major innovative theories and experiments in cognitive development. In "Prevention Is Possible: The Unnecessary Story of Two Sad Children," by Derrick B. Jelliffe and E. F. Patrice Jelliffe, reasons and solutions for malnutrition in developing countries are explored. "Rapid Social Change: Threat or Promise?" by Beatrice B. Whiting examines problems confronting mothers accustomed to traditional child-rearing in developing societies. In "A Better Educational Start for Jamaica's Children," by Dudley R. B. Grant, the success of Project in Early Childhood Education is described. John Balcomb, in "A View from the Field," reports on unhealthy conditions seen firsthand and efforts to combat them. In "Day Care: An Old Idea, a New Meaning," by Dorothy Beers Boguslawski, effective day care programs are described. In "Self-Discovery Through Play," by Thomas J. Cottle, the importance of play in individual development is explored. (Author/KM)

ED 071 774 PS 006 325

Engen, Trygg Moskowitz, Linda

The Influence of Trigeminal Stimulation on Children's Judgements of Odor.

Injury Control Research Lab., Providence, R.I.

Spons Agency—Health Services and Mental Health Administration (DHEW), Rockville, Md. Bureau of Community Environmental Management.

Report No.—DHEW-HSM-72-10022; ICRL-RR-71-4

Pub Date 72

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. (HSM) 72-10022, No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Children, Data Analysis, Early Childhood, Government Publications, *Perception Tests, Safety, *Sensory Experience, *Technical Reports

Children's preference for odors, some of which presumably had marked trigeminal (noxious) effects, was assessed with the use of the method of pair comparison. Although the children, from 4 to 7 years old, were able to discriminate between the intensities of the odors, they were neither attracted nor repelled by them as much as the adults. In other words, the range of hedonic values associated with odors was found to be much smaller for children than for adults. This indicates that one must not depend on "bad" odors to keep children away from harmful substances. In particular, the finding that children are more tolerant of unpleasant odors than are adults suggests an even greater need for keeping potentially harmful substances out of the reach of children than would be necessary if children's preferences could be predicted on the basis of adult judgments. (Author)

ED 071 775

PS 006 326

Garman, Charlotte, Ed.

Pennsylvania Kindergarten Guide.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of General and Academic Education.

Pub Date 72

Note—155p.; Two filmstrips entitled "Freedom to Do", prepared to accompany the Guide, are available from The Division of Early Childhood Education, Dept. of Education, Education Bldg., Box 911, Harrisburg, Pa. 17126

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, Developmental Guidance, Early Childhood Education, Educational Facilities, Evaluation Criteria, Field Trips, Group Tests, Individual Tests, *Instructional Materials, *Kindergarten, Kindergarten Children, Parent School Relationship, Play, *Resource Materials, Social Adjustment, Teacher Aides, Teacher Attitudes, Teacher Behavior, *Teaching Guides

This guide for kindergarten teachers covers the following areas: (1) Understanding the Job—theory or philosophy of kindergarten education, about the child, the kindergarten teacher, social living in the kindergarten, aides and paraprofessionals; (2) Setting the Stage—facilities in the kindergarten, suggested equipment for kindergarten, the kindergarten day; (3) Working Together—the home-school relationship, reporting to parents, developmental guidance in the kindergarten, testing in the kindergarten; (4) Moving Ahead—play and work, language arts, mathematics, social science, all about trips, science, the physical program, fine arts; and (5) Looking Back—taking a last look (evaluation criteria), professional films, selected bibliography. (KM)

ED 071 776

PS 006 328

Arterion, Janet Bond

Research and Demonstration Program of Day Care Services for M.I.T. Employees. Interim Report.

Massachusetts Inst. of Tech., Cambridge. Planning Office.

Pub Date Apr 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care, Child Development Centers, *Day Care Programs, *Day Care Services, *Employee Attitudes, *Fringe Benefits, Industrial Relations, Preschool Programs, Program Descriptions, Statistical Analysis, *Surveys, Tables (Data), Working Women

Identifiers—*Massachusetts Institute of Technology

A survey of day care needs of M.I.T. employees, its resulting information, and a description of the pilot program of day care services undertaken by M.I.T. are included in this report. A survey was administered to all 4,650 Institute employees in April, 1970, and enjoyed a 35% rate of response. The compiled data supports the conclusion that a number of employees could use a day care program for their children. Enrollment in the pilot program and establishment of a waiting list puts the present demand at about 50 employees. In a cost-sharing pilot program, M.I.T. employees enroll their children in the nearby KLH Child Development Center at fees based on individual family incomes instead of the full KLH fee. On the average, the Institute subsidizes two-thirds of each fee. The program cost for 15 children totals \$28,000, of which the Institute contributes \$20,000. The success of the program to date and increasing demand for day care services suggest an expansion of the program to a total of 25 subsidized places at the KLH Child Development Center, at an additional annual expense to M.I.T. of \$6,000 to \$9,000. The Institute should also assist citizen groups in starting new day care programs. Appendix A is a copy of the survey form, and Appendix B is a suggested letter for ineligible respondents. For related document, see PS 006 329.) (KM)

ED 071 777

PS 006 329

Swartz, Marilyn S.

Child Care is Everybody's Baby: A Comprehensive Report of Child Care Services, Past, Present, and Future at M.I.T. Final Child Care Proposals as Accepted by M.I.T.

Massachusetts Inst. of Tech., Cambridge. Planning Office.

Pub Date 7 Sep 72

Note—267p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Care, *Child Care Centers, Day Camp Programs, *Day Care Programs, Day Care Services, Equipment, Family Programs, Federal Aid, Financial Support, *Fringe Benefits, Home Programs, Industrial Relations, Nursery Schools, Preschool Programs, Program Costs, Program Descriptions, *Program Development, *Program Planning, Tables (Data), Toys, Working Women

Identifiers—*Massachusetts Institute of Technology

The report on child care services at M.I.T. explores the following areas: (1) Planning Issues: Why Should M.I.T. Be Involved in Child Care?—educational concerns, services, benefits and costs, priorities, resource allocation; (2) Background for Planning: Current Institute Child Care Programs—a concise history, M.I.T. summer day camp, the Technology Nursery School, Inc., KLH Child Development Center contractual program with M.I.T., pediatric clinic, family day care, number of people involved in M.I.T. child care work; (3) Planning Considerations: Present and Potential Need; (4) Planning Criteria for Child Care Programs—concerns and goals of a child care service, overview—program characteristics, types of programs; (5) Planning Proposals—administrative structure, a day care center, a formalized family day care program, cooperative child care programs and playgroups, summary of estimated costs to the Institute for proposed programs; and (6) Epilogue: Questions for the Future. Nine appendices present: (1) Institute benefits and services, a brief compilation; (2) summary of Federal subsidies for child care; (3) national notice of M.I.T. child care programs; (4) schedule of day care week; (5) people involved in child care at M.I.T.; (6) location and transportation determinants; (7) child care equipment and toys effective for skill development; (8) administrative duties for M.I.T. child care programs; and (9) an M.I.T. nursery and day care program alternative. The final proposal describes costs and/or other administrative matters for all the child care programs involved. (For related document, see PS 006 328.) (KM)

ED 071 778

PS 006 330

Rentfrow, Robert K.

Intensive Evaluation of Head Start Implementation in the Tucson Early Education Model.

Arizona Univ., Tucson. Arizona Center for Educational Research and Development.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 1 Aug 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, Analysis of Covariance, Attitude Tests, Behavior Rating Scales, *Child Development, Classroom Observation Techniques, Cognitive Development, *Comparative Analysis, Correlation, Data Analysis, Demography, *Disadvantaged Youth, Measurement Instruments, Preschool Education, *Preschool Programs, Program Effectiveness, *Program Evaluation, Social Development, Technical Reports, Test Reliability

Identifiers—Classroom Attitude Observation Schedule, Classroom Observation Procedure, McCarthy Scale of Childrens Abilities, Project Head Start, Schaeffer Behavior Inventory, Tucson Early Education Model

As part of the national Head Start Planned Variation Study, this study used a relatively small sample in an intensive evaluation of program implementation in one field community using the Tucson Early Education Model (TEEM). A modified Solomon four-group research design formed the organization framework. Evaluation of six TEEM classrooms and two locally implemented Comparison classrooms included a child data battery, classroom observation, situational tasks, Director's ratings, and demographic information. The child data battery, which emphasized both the cognitive and socio-affective domains, was given in the fall of 1971 to approximately half the TEEM children and to one of the Comparison classes. Spring testing included all groups. Analysis indicated that Comparison groups were not optimally matched to TEEM children. Comparison children were slightly older and performed better on pre-test. The difference in levels of inappropriate behavior during teacher absence between TEEM and Comparison classrooms was significant. Analysis of classroom observation indicated that TEEM classrooms had more child-

initiated learning sequences combined with lower teacher initiated learning sequences. Due to limited sample size in this study, wide-ranging generalizations are not justified. But the utility of classroom observation techniques for assessing process goals within the open classroom framework was indicated. (Author/KM)

ED 071 779

PS 006 332

Hartup, Willard W.

The Needs of Young Children and the Needs of Research: Psychosocial Development Revisited.

Pub Date 73

Note—29p.; Paper presented at the National Association for the Education of Young Children annual conference, Atlanta, Ga. 1972

Journal Cit—Theory into Practice; Ohio State Univ., Columbus 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Child Development, *Cognitive Development, Cultural Context, Early Childhood Education, Educational Needs, Educational Research, Environmental Influences, Federal Aid, *Research, *Research Needs, Scientific Research, *Social Development, Social Influences, Speeches

The needs of children have not been major forces in shaping child development research; the pressures of such influences as war, violence and poverty on their lives have received little attention. Changes in the child development sciences have been linked primarily to changes within the discipline. Educational research has been no more relevant to social need than scientific research. Technological effort in the behavioral sciences has not produced much of a foundation for solution of children's educational needs. Solid curriculum elements have come from basic as much as from applied research. Current trends toward anti-scientism and the cut-off of funds for child development research will further limit our ability to meet children's needs. Lack of research and training funds now will affect children decades in the future. The research most needed is in the area of psychosocial development. Little research has been conducted concerning the social variables affecting cognition. It is suggested that the variables of tasks, influence source, influence procedure, social setting of the classroom, cultural and familial context, non-social environment and individual differences be studied. Studies of how social cognition develops are also needed. It is predicted that the lines of demarcation between studies of cognitive and social development will soon disappear, in itself a step toward better meeting children's needs. References are provided. (KM)

ED 071 780

PS 006 334

Sealey, L. G. W. Gibbon, Vivian

Communication and Learning in the Primary School.

Pub Date 72

Note—192p.

Available from—Schocken Books, 200 Madison Avenue, New York, N. Y. (ISBN-0-8052-3467-5, \$5.50)

Document Not Available from EDRS.

Descriptors—Books, *Communication Skills, Composition (Literary), Curriculum Guides, Dance, Dramatics, Educational Equipment, Educational Facilities, *Elementary Education, Elementary Grades, *Language Arts, Language Development, Physical Education, Primary Grades, Reading Instruction, Reading Skills, Resource Materials, Second Language Learning, Speech Instruction, *Teaching Guides, Verbal Communication, Vocabulary Development, Writing

The thesis presented is that "learning arises from experience which is absolutely bound up with communication of all kinds." The book deals with ways to translate this view into classroom practice. The chapters, which are subdivided for the British infant and junior schools, cover: (1) Thinking and Learning; (2) Telling by Moving—dance, physical education; (3) Communicating in Terms of Material of All Kinds—textiles, rigid materials, clay, semi-rigid materials; (4) Talking As a Means of Expressing Feelings, Knowledge and Ideas—vocabulary, speech, listening, discussion, tape recorders, puppetry, a second language; (5) The Child Learns to Use the Written or Printed Word—reading, Pitman's Initial Teaching Alphabet, writing; (6) The Interaction of Children and "Special" Materials—

number, music, structural materials, teaching machines, science, music; and (7) Organizing the School. A list of books helpful to teachers is appended. (KM)

RC

ED 071 781 RC 003 162
Proceedings of the Conference of the American Country Life Association, Inc. (46th, Iowa State University, Ames, July 11-12). Achieving Quality Life in the Countryside.
 American Country Life Association, Washington, D.C.

Pub Date 12 Jul 67

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College Role, County Programs, *Cultural Factors, *Economic Factors, Government Role, Health Needs, Leadership, *Rural Areas, *Social Influences, *Values

Individual papers on quality life in the countryside were presented at the American Country Life Association, (ACLA) Inc., conference. The presidential address, "Quality Life in the Countryside—How Can It Be Achieved?" described significant trends which are developing in rural areas. Other major topics covered in the papers included conflicts in values, problems and opportunities of leadership, economic foundations, government services, social organization, cultural foundations, the role of universities and colleges, methods to meet health care needs, and the evaluation of multi-county planning and development. Also included is an ACLA 1967 membership list, minutes of business meetings, reports of the Task Force, and financial reports. (PS)

ED 071 782 RC 003 166
Proceedings of the Conference of the American Country Life Association, Inc. (42nd, Raleigh, North Carolina, July 9-10, 1963). Our Concern for the Disadvantaged in Town and Country Society.
 American Country Life Association, Washington, D.C.

Pub Date 10 Jul 63

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, American Indians, Church Programs, *Economically Disadvantaged, Education, Higher Education, Migrants, *Minority Groups, Negroes, *Rural Development, Rural Extension, *Socioeconomic Influences

Identifiers—Appalachians
 The future of the disadvantaged is discussed in these proceedings of a 1963 conference of the American Country Life Association. Papers presented at 3 panel discussions give detailed information on the disadvantaged. The panel discussion on the types of disadvantaged people covered American Indians, Appalachian whites, migrants, and Negroes. The 2nd panel discussion covered areas of rural development, agricultural extension service, and private groups. The discussion on how institutions and agencies meet their responsibilities included information on schools, churches, Girl Scouts, Boy Scouts, and higher education. Also included in this report were citations; minutes of the 1963 annual meeting and Board of Directors meetings in 1962 and 1963; a report on proceedings; and a membership list for 1963. (PS)

ED 071 783 RC 003 202

Pryor, Thomas M. And Others

Proceedings: Town and Country Church Institute (38th, Urbana, Illinois, January 29-31, 1968). The Church and Community Development.

Illinois Univ., Urbana. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No—RSE-121

Pub Date 31 Jan 68

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Church Role, *Clergymen, *Community Development, Community Resources, *Conference Reports, Extension Education, *Inservice Education, Leadership, *Rural Areas, Speeches
 Identifiers—*Illinois

This thirty-eighth inservice training conference for clergymen and lay leaders in the rural areas of Illinois focuses on providing information in order that rural clergy might have a better basis for an understanding of the context of the rural community, of current developments and trends taking place, of the impact of these trends on people and organizations, and the implications of these trends for organizations and agencies which serve the community. "Church Or Museum" was the opening topic. The theme for the first session was "Implications of Cultural and Socio-Economic Change" and included papers on "The Individual in a Changing World" and "Implications for the Church." The theme for the second session was "Implications of Change in Technology and Communication" and included papers on "Business and Industrial Developments in Illinois," "Developments in Agribusiness," "Developments as Viewed by a Labor Representative," and "Developments as Viewed by an Industrialist." "The Changing Educational Scene in Illinois," "The Development of Junior Colleges," and "The Growth of Town and Country Church Work in Illinois" were topics included under the third heading, "Implications of the Changing Educational Climate." (HBC)

ED 071 784 RC 006 655

Barker, George C.

Social Functions of Language in a Mexican-American Community. Anthropological Papers of the University of Arizona Number 22.

Pub Date 72

Note—56p.

Available from—The University of Arizona Press, Box 3398, Tucson, Arizona 85722 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Area Studies, Bilingualism, Family (Sociological Unit), Group Relations, *Language Role, *Linguistic Patterns, *Mexican Americans, Sociocultural Patterns

Identifiers—Arizona, *Tucson

An inquiry into how language functions in the life of a bilingual minority group in process of cultural change, this study investigated the acculturation and assimilation of individuals of Mexican descent living in Tucson, Arizona. Specifically, the language usage and interpersonal relations of individuals from representative families in the bilingual community of Tucson, the usage of bilingual social groups in the community, and the linguistic and cultural contacts between bilinguals and members of the larger Tucson community were examined. Data were drawn from observational studies of individuals and families; observation of group activities; and observation of, supplemented by questionnaires on, the cultural interests of Mexican children and their families. Some conclusions of the study were that Spanish came to be identified in the Mexican community as the language of intimate and family relations, while English came to be identified as the language of formal social relations and of all relations with Anglos. It was also found that the younger American-born group reject both Spanish and English in favor of their own language, Pachuco. Tables depicting the characteristics of 20 families, the language usage of families, and the language usage in personal relationships of English and Spanish are included. Suggestions for further research are made. (HBC)

ED 071 785 RC 006 666

Lewis, Virginia, Ed.

The Zunis: Self-Portrayals.

Pub Date 72

Note—245p.; Stories told by the Zuni people and translated by Alvina Quam

Available from—The University of New Mexico Press, Albuquerque, N.M. (\$7.95 cloth binding; \$3.95 paper binding)

Document Not Available from EDRS.

Descriptors—*American Indian Culture, Fables, *History, *Legends, *Mythology, *Religion, Sociocultural Patterns, War

Identifiers—*Zunis

The oral literature of the Zuni people has been recorded by major Zuni storytellers in cooperation with the Duke Indian Oral History Project of the University of Utah. Included in this book are 46 stories concerning the Zuni creation myth, the rituals of masked dances, farming and hunting practices, and battles with Navajos and Apaches. The contents are classified in 6 sections: (1) society, (2) history, (3) fables, (4) fables of moral instruction, (5) religion, and (6) war and defense. (FF)

ED 071 786 80 RC 006 668

Elliott, Floyd W., Comp. Cox, Robert L., Comp.

Educational Communication for the Deprived Child: Report and Suggestions, Texas A & I University, Kingsville, Texas. Teacher Corps Project Report. First Cycle Program 1966-1968.

Texas A and I Univ., Kingsville. Teacher Corps Project.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D. C. Teachers Corps.

Pub Date 68

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Disadvantaged Youth, Economic Disadvantage, *Educational Background, Elementary Grades, Guidelines, *Instructional Materials, Language Arts, Low Motivation, *Mexican Americans, Rural Areas, Secondary Grades, Self Concept, Student Attitudes, Teacher Interns, *Teaching Methods
 Identifiers—South Texas, *Teacher Corps

The aims of the Teacher Corps are (1) to strengthen educational opportunities for children in areas with concentrations of low-income families; (2) to attract and prepare persons to become teachers in such areas through coordinated work-study experiences; and (3) to encourage colleges and universities, schools, and state departments of education to work together to broaden and improve their teacher education programs. During their 2-year training, the Teacher Corps interns work directly with deprived children in assigned school districts. The Teacher Corps members at Texas A & I University worked in the communities of Corpus Christi, Rio Grande City, Ben Bol-Palito Blanco, and East Central. In this report, some methods, procedures, and materials which the corpsmen found useful during their work experience are presented to teachers and individuals interested in the education of economically and educationally deprived children, specifically in South Texas. The report is divided into 2 major sections containing (1) a general introduction to the subject, problem, and purpose of the report, including descriptions of the communities and of student characteristics; and (2) suggested methods, procedures, and materials for working with similarly deprived children. Also given are brief descriptions of the student characteristics, simple descriptions of 13 of the students, and pieces of conversation taken from discussions with some of the students. (NQ)

ED 071 787 24 RC 006 669

Merrell, Russell G. Steffens, Herbert R.

Integrated Career Development Curriculum: Curriculum Statement.

Western States Small Schools Project.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-8-071323-4646(085)

Note—197p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Planning, *Curriculum, Disadvantaged Youth, Evaluation, Instructional Materials, *Rural Areas, Secondary Grades, *Small Schools, Teaching Methods, *Vocational Development

The Integrated Career Development Curriculum Project was designed to improve career preparation opportunities for youth who attend small, rural schools by developing a curriculum for grades 9 through 12 that would enhance career opportunities for these youth. The rationale and specifications for the project were discussed in terms of basic technology, society and work, and career guidance. The major goals were that the curriculum (1) provide students with concepts about the institutions and dynamics of our society; (2) prepare students in skills and knowledge which have been found to be useful in a wide variety of occupations; and (3) enable students to acquire information about the world of work, occupations, and themselves. It was decided that the curriculum should be individualized, student manageable, and relevant; that it must provide for integration with existing programs; that it should provide articulation with post-high school experiences, include planned work experiences, take into account community resources, and contain motivational elements; and that it must provide a role for the teacher as a consultant and diagnostician. Information in-

cluded in the appendices cover curriculum development design; objectives in basic technology, in career guidance, and related to society and the world of work; characteristics of rural students and the rural setting, and working guidelines for the project. (PS)

ED 071 788 95 RC 006 670

Brischetto, Robert Arciniega, Thomas

The Concept of Equal Educational Opportunity and the Chicano: Methodological Footnotes on a Study of School Systems in the Southwest.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—27p.; Paper presented at the annual meeting of the Rocky Mountain Educational Research Association, Las Cruces, New Mexico, November 17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, Enrollment, *Equal Education, History, *Literature Reviews, *Mexican Americans, *Research, *School Systems, Superintendents
Identifiers—*Southwest

Four different mailed questionnaire surveys dealing with inequality in educational opportunity for Mexican Americans have been conducted in the Southwest: (1) Fall 1968, Health, Education, and Welfare (HEW) survey of 1,204 superintendents in districts with 300 students or more; (2) Spring 1969, Mexican American Education Study (MAES) survey of 538 superintendents in districts with at least 10% Mexican American students; (3) Spring 1969, MAES survey of 1,166 school principals within districts with 10% or more Mexican American students; and (4) Spring 1972, Southwestern School Study of 636 superintendents from all districts with 300 or more students. At the time of this publication, the Spring 1972 Southwestern Schools Study was being conducted as a follow-up to the HEQ and the Spring 1969 MAES survey. The questionnaire includes some items asked in the 2 surveys along with some additional items not covered in them. In addition to the 538 districts, 98 "Anglo" districts (i.e., districts with less than 10% of each minority group) are also included to allow the study to uncover the range of differences in districts of varying Mexican American enrollment density. Because of the longitudinal panel design, changes which occurred in the 3 years, partly because of the passage of Federal legislation, will also be examined. The methodological framework for the study as it relates to the concept of equal educational opportunity and a literature review of previous research are given. (NQ)

ED 071 789 RC 006 671

Duling, John A.

The Use of the Miller Analogies Test as a Screening Device for Mexican-American Graduate Students.

Pub Date Nov 72

Note—7p.; Paper presented at the Rocky Mountain Educational Research Association, Las Cruces, New Mexico, November 16-17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Anglo Americans, *Cultural Differences, Grade Point Average, *Graduate Students, *Mexican Americans, *Screening Tests, *Standardized Tests, Success Factors

Identifiers—*Miller Analogies Test, New Mexico State University

The determination of whether or not the Miller Analogies Test (MAT) is a valid screening device to use with a culturally diverse populace was examined. The study was conducted at New Mexico State University (NMSU) using 2 sample groups. Sample A consisted of 560 Anglos and 101 Mexican Americans tested by the NMSU Counseling Center during a 2-year period (1968 to 1970), and sample B consisted of 337 Anglos and 51 Mexican Americans admitted to the graduate school at NMSU during a 3-year period (1967-1970). The 3 hypotheses developed for testing were (1) that there is a significant difference between MAT scores of Anglos and Mexican Americans, (2) that there is a significant difference between earned Grade Point Averages (GPA) of Mexican Americans and Anglos in the first semester of graduate school, and (3) that the correlation of MAT scores and first semester GPAs in graduate school will be significantly different for Mexican Americans and Anglos. The results of the study provided the basis for accept-

ing the first and third hypotheses and for not accepting the second hypothesis. It was strongly indicated that students of Mexican American extraction obtain significantly lower scores on the MAT than do their fellow Anglos, but this fact does not seem to be a detrimental factor which influences performance in class at the graduate level. It was concluded that the MAT does not have much value as a predictive instrument for either group. (PS)

ED 071 790 RC 006 672

Solis, Enrique, Jr. Pettibone, Timothy J.

Assessment of Dental Needs in a Multicultural Population.

Pub Date Nov 72

Note—10p.; Paper presented at Rocky Mountain Educational Research Association meeting, Las Cruces, New Mexico, November 16-17, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anglo Americans, *Cross Cultural Studies, Demography, *Dental Health, *Elementary Grades, Medical Research, *Mexican Americans, Psychological Patterns, Sociocultural Patterns, Statistical Analysis

Identifiers—*Las Cruces, New Mexico

The purpose of the study was to develop cultural models that describe dental care practices among the primary ethnic cultures of the Southwest. The pilot study sample, of Mexican Americans and Anglo Americans, was obtained through the Las Cruces Schools. Sampling was stratified random sampling using elementary school (grades 1-6) records. Initial analysis of data on the various technical and nontechnical factors indicated significant differences between the 2 groups in periodontal, decayed teeth, filled teeth, and frequency of visits to the dentist of both mother and child. Family size, education, income, and job skill of head of household were social/demographic factors in which significant differences were also found between the 2 groups. It was concluded that the best delivery of health services occurs only when the cultural barriers to such delivery are understood. This understanding cannot be reached merely in describing cultural differences but rather in the ordering and structuring of known variables into predictive models of dental care practices. (HBC)

ED 071 791 RC 006 673

Serrano, Rodolfo G.

The Language of the Four Year Old Chicano.

Pub Date Oct 71

Note—15p.; Paper presented at the Rocky Mountain Educational Research Association meeting, October 28-29, 1971, Boulder, Colorado

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Grammar, Interviews, *Language Usage, *Linguistic Competence, *Mexican Americans, *Nursery Schools, Oral Communication, Phonology, *Preschool Children, Question Answer Interviews, Social Influences, Syntax

The language of a small group of 4-year-old Chicano children in a predominantly Chicano nursery school setting (Chicano 85%, Black 13%, Anglo 2%) is the focus of this study, which investigates the phonology of communication, the grammar and syntax of conversations, and the sociocognitive influence on English language usage as expressed by 4-year-old Chicano children. The experimental design used was to (1) identify and randomly select one-half of the 4-year-old Chicano children enrolled in a model city nursery school, (2) conduct 3 interviews with the children during a 4-week period, and (3) analyze the audio-taped interviews and their transcription for linguistic data. The 3 interviews with 14 students consisted of (1) a general conversational interview session with each student to "get to know" each other, (2) a "picture description" test in which they were asked questions about the picture, and (3) a general type conversation in which it was attempted to elicit a spontaneous type of conversation. These interviews were conducted to one side of the center of the classroom. The results indicated that certain well-defined linguistic problems exist in the use of English by Chicano children, that, because of ethnocentric tendencies by most language researchers and teachers, Chicano children suffer unnecessarily in the classroom because of their language difficulties, that their language and culture must be honored, and that their education should proceed from "where they are" to "where their abilities will take them." (NQ)

ED 071 792

Kuvlesky, William P.

Educational Policy and Rural Development: A Sociological Perspective.

Pub Date Aug 72

Note—12p.; Paper presented at Prairie View A&M College, January 17, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Agricultural Trends, Cultural Factors, *Economic Development, *Educational Policy, *Land Grant Universities, *Rural Development, Social Development, *Sociology, Values

A view of rural development that is basically sociological in perspective and that hinges on educational policy is presented in this paper. Rural development is defined as social development of the rural sector and its constituent social units in reference to some desired end state. The role of the educational system, especially the Land Grant college system, in the social process of rural development is described. Major conclusions are that the priority needs for rural development are that the Land Grant colleges must escape the traditional tendency for single discipline, single focus projects and programs; develop a clear set of objectives for development that are based on the perceived life goals and needs of rural people; and develop a better understanding of how educational policy can be utilized as a development tool, and then use the knowledge to serve all rural people. A related document is ED 066 243. (PS)

ED 071 793

Smith, Mona, Comp.

An Aid to Comprehensive Planning for Migrant Programs.

New York State Education Dept., Albany. Bureau of Migrant Education; State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date 72

Note—51p.; From presentations made at the N.Y.S. Migrant Program Directors Conference held at Victor, New York, November 29-December 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, Bilingual Education, *Early Childhood Education, Health Education, Inservice Education, *Migrant Education, Parent Participation, *Planning, *Program Guides, Reading Programs

Identifiers—*New York State

Designed as a guide for all personnel involved in migrant projects, this pamphlet is a compilation of references derived from presentations made at the New York State Migrant Program Directors Conference held at Victor, New York, November 29-December 1, 1972. A short description of agency services and a list of sources for further information which can be used in planning comprehensive migrant programs are included. Some of the topics and sources listed include the following: Adult Basic Education; American Red Cross; Children's Demonstration School; Cooperative Extension; Day Care Coordination; Genesee Region Family Planning Program; Girl Scouts; Health Services; Home Economics; Home Intervention; Individualized Instruction; In-Service Education; Interaction Between Teacher and Migrant Child; Migrant Student Transfer Record System; Parental Involvement; Program Funding Inc.; Rural Manpower Service; Sodus Migrant Summer Program; Studies Center; Teenage In-Camp Program; Two-Four Year College Opportunities for Migrants; and Vocational Education. Other topics covered are Bilingual Programs, Computer Based Resource Unit, Finance, Pupil Identification and Census Taking, Reading, Religious Organizations, and Sickle Cell Anemia. (HBC)

ED 071 794

Heffernan, William D.

Sociological Dimensions of Agricultural Structures in the United States.

Louisiana State Univ., Baton Rouge. Agricultural Experiment Station; Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Aug 72

Note—41p.; Paper presented at the Third World Congress for Rural Sociology, Baton Rouge, Louisiana, August 1972

EDRS Price MF-\$0.65 HC-\$3.29

RC 006 674

RC 006 678

RC 006 673

RC 006 679

Descriptors—*Agricultural Laborers, *Community Involvement, Comparative Analysis, *Group Structure, Interaction, Politics, *Rural Areas, *Social Attitudes, Social Integration, Tables (Data)

The social implications of the changes in agricultural structures in rural America (i.e., the family farm structure in which labor, capital, and management are provided by the family; the corporate-integratee structure in which the capital is obtained through a formal contract with an agribusiness organization and the integratee furnishes the land, labor, and facilities; and the corporate-farmhand structure in which big corporations own the land and hire the labor) are examined. The community involvement of workers in the family farm structure is compared to that of workers in the corporate-integratee and the corporate-farmhand structures. In a county with a large number of contract poultry producers and only one major town, a random sample of 24 family farm units, consisting of 48 workers, and 28 owner-managers and 85 workers, which comprised the sample for the corporate-integratee and the corporate farmhand workers was used to measure dimensions of alienation and community involvement. Findings indicated that (1) the corporate farmhand workers were less involved in community activities than the corporate-integratee or the family farm workers; (2) the world perceptions held by the corporate-farmhand workers were more similar to those held by alienated persons; and (3) little difference existed between corporate-integratee and family farm workers with regard to community involvement. (NQ)

ED 071 795 56 RC 006 680
Harrison, Helene W.

Evaluation Report of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University. 1971-72.

Harlandale Independent School District, San Antonio, Tex.; San Marcos Independent School District, Tex.; Southwest Texas State Coll., San Marcos.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Pub Date 72

Grant—OEG-0-9-530014-3480(280)

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Bilingual Education, *Elementary Grades, English (Second Language), *Language Development, *Mexican Americans, Program Evaluation, Reading Ability, Socioeconomic Background, Statistical Data, Student Testing, *Tables (Data), Teacher Aides

Identifiers—*Texas

Bilingual classes in grades K-5 in the San Marcos and Harlandale (Texas) school districts comprise this bilingual education program. Most of the pupils come from Spanish-speaking homes with low socioeconomic-educational background; however, a certain proportion of the San Marcos pupils are Anglos. Program objectives include preventing educational retardation in the Mexican American child by teaching him in Spanish while competence in English is being developed to the point where it is sufficient to carry the educational burden, endowing him with literacy in 2 languages, and instilling in him knowledge of and pride in his heritage. Objectives for the Anglo child include broadening his outlook and developing in him an appreciation of multicultural contributions to our society. The evaluation design includes use of the Peabody Picture Vocabulary Test (Spanish and English version), the Metropolitan Achievement Tests, and the Spanish Serie Interamericana Reading Tests, as well as local tests of behavioral objectives stated in the curriculum guides. The test results are presented in tabular form. Teacher and teacher-aide evaluation measures include pretests and posttests for preservice and inservice training, verbal interaction analyses, and rating forms completed by coordinators, principals, and teachers. Eighteen recommendations are specified at the end of this report. The appendix consists of samples of the evaluation forms used. Related documents are ED 023 508 and ED 026 158. (NQ)

ED 071 796 RC 006 682

Butler, Richard R. Baird, Andrew W.

Status Projections of Lower Social Strata Pre-Adolescents: A Focus on Some Intervening Social Psychological Factors.

Spons Agency—Department of Agriculture, Washington, D.C.

Pub Date Feb 73

Note—41p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Aspiration, *Cultural Traits, Educational Status Comparison, Grade 5, Grade 6, Mothers, Negroes, Occupational Aspiration, Psychological Characteristics, *Rural Urban Differences, Sex Differences, *Social Status, Statistical Analysis, Students, *Tables (Data)

Identifiers—Appalachia, *South

A cluster of social psychological variables—academic motivation, self-concept, and significant others influence—as they intervene between other independent variables and the child's status projections, were examined in this study. Data came from an extensive questionnaire survey, conducted in 1969, of 1,412 lower social strata mother-child pairs. Residential-racial subgroupings surveyed were (1) rural Appalachian white students and their mothers from Kentucky, Tennessee, and North Carolina; (2) rural Black students and their mothers from Alabama, Mississippi, and South Carolina; and (3) urban Black students and their mothers from Alabama, Kentucky, and Virginia. It was concluded that occupational and educational status projections appeared to have different paths of influence and that occupational status projections tended to be relatively independent of criteria determining life chances while educational projections were considerably more influenced by socioeconomic, ability, and self-evaluative factors. Implications of the study were that any attempt to treat occupational and educational status projections together as part of any constellation concept such as ambition can be questioned and that the more definitive antecedents of the child's educational status projection, coupled with greater explained variance and more anticipatory deflection in educational expectations, possibly indicate less idealism in educational projections than in occupational projections. (HBC)

ED 071 797 RC 006 683

Falk, William W. Cosby, Arthur G.

Self-Image, Goal Blockage, Significant Other Influence, and Anticipatory Occupational Goal Deflection.

Spons Agency—Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date 73

Note—28p.; Paper presented at the Association of Southern Agricultural Workers meetings, Atlanta, Georgia, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Expectation, Interpersonal Relationship, Objectives, *Occupational Aspiration, *Rural Areas, *Self Concept, Sociology, Statistical Analysis, Status

Identifiers—East Texas

The task undertaken in this research was to extend the Curry-Picou Goal Deflection Model by introducing additional variables. Variables considered were main breadwinner's occupation, race, family structure, birth order, goal blockage, significant other influence, self-image, and anticipatory occupational goal deflection (AOGD). Data were collected from a 3-wave panel of 134 East Texas rural male youths over a 6-year period. Group-administered questionnaires were given to the subjects in 1966, when the subjects were in the 10th grade; again in 1968; and in 1972, when personal interviews were used on the original respondents, who were by this time 4 years beyond expected high school completion. Major findings included that race was seen to be a statistically significant variable in the data from all 3 years; that the 1972 model explained 12% of the variance; and that the explanatory power of the model seems to increase over time. It was suggested that AOGD is related to realism in the status attainment process and that further research from that perspective might prove fruitful. (PS)

ED 071 798 RC 006 684

Dietrich, Kathryn Ann Kuvlesky, William P.

Changes in the Attitudes Toward Race Relations of Southern Rural Blacks: Analysis of a Panel of Village Women, 1970-1972.

Spons Agency—Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Pub Date Feb 73

Note—18p.; Paper presented at the annual meetings of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Depressed Areas (Geographic), *Discriminatory Attitudes (Social), *Field Studies, Integration Effects, *Negro Mothers, *Race Relations, *Rural Areas, Statistical Analysis, Tables (Data)

Identifiers—*East Texas

The third in a series aimed at monitoring changes or stability in attitudes toward race relations of a panel of black, female adults, this report focused on rural rather than metropolitan blacks. Two all-black villages in East Texas were selected for the study area. The original sample numbered 52 females, and only black female interviewers were used. It was concluded that of the 3 orientations toward race relations the only one which showed significant change over the 2-year period of study was the blacks' perception of prejudice directed at them by local whites. The change was progressive, culminating in a markedly lower perception of prejudice by 1972. In contrast, the other racial orientations seemed extremely stable over the longer range. The respondents maintained a lack of consensus in their desires, but were generally less inclined toward interaction with whites the less formal the context of social interaction. The blacks continued to be generally optimistic in their evaluations of the possibility for racial integration. It was recommended that more longitudinal research of this kind on a variety of black population types be conducted. Related documents are ED 053 828 and ED 067 185. (HBC)

ED 071 799 RC 006 685

Reddy, S. K.

Programs for Rural Development: A Comparative Study of Three Mississippi Multicounty Centers.

Pub Date 7 Feb 73

Note—14p.; Paper presented at the Association of Southern Agricultural Workers meeting, Atlanta, Georgia, February 4-7, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agency Role, Citizen Participation, *Community Programs, Demography, *Economic Factors, Industrialization, Labor Force, *Leadership, Migration Patterns, Negroes, *Organizations (Groups), Public Officials, *Rural Development, Services, Unemployment

Identifiers—*Mississippi

The problems faced by 3 rural communities in Mississippi are identified, and their development programs are analyzed. Data were collected from 3 nonmetropolitan, multicounty centers, located in 3 distinct geographic regions of Mississippi. The 3 major analytical and data collecting concepts used were actions or programs; associations, organizations, and groups; and actors, community participants or leaders, following the interactional conception of community. The communities were described in terms of demographic characteristics, problems facing the community, and development programs. The 2 dimensions of community participation considered were the scope and extent of participation in development programs. It was determined that the most important agency for coordinating development programs in all 3 communities was the local Chamber of Commerce and that good communities are made possible by the willingness of people and their leaders to face challenges and create for themselves what they need. It was suggested that factors like leadership structure, strategy of program development, style of action, and relationships between community organizations need to be taken into account in explaining the success of development programs in some communities and failure in others. (PS)

ED 071 800 RC 006 686

Norquest, Carrol

Rio Grande Wetbacks: Mexican Migrant Workers.

Pub Date 72

Note—159p.

Available from—The University of New Mexico Press, Albuquerque, New Mexico 87106 (\$4.95)

Document Not Available from EDRS.

Descriptors—Acculturation, Agriculture, *Books, Bracero Programs, *Braceros, Citizenship, *Cultural Background, Employer Employee Relationship, Employment Trends, Individual Characteristics, Mexican Americans, *Mexicans, Racial Characteristics, *Seasonal Laborers

Identifiers—*Lower Rio Grande Valley, Texas

Farmers in the Lower Rio Grande Valley of Texas saw a rise of wetback labor in the 1930s and 40s. The wetback laborers were Mexicans who had crossed the Rio Grande and were in the United States illegally to work. Carrol Norquest, a farmer in the Lower Rio Grande Valley, employed wetbacks regularly. In this book, Mr. Norquest writes about the wetbacks he employed, about their families, and, in some cases, about incidents told to him by his neighbors. Most of the stories date from the period when wetback labor arose; they are true stories which tell about these people and their hopes, heartbreaks, customs, struggles with the border patrol, feelings, ambitions, envies, kindnesses, and plain meannesses. The dialogue used is a direct translation from the idiom of these people—the Tex-Mex of the border. (NQ)

ED 071 801

RC 006 687

Koch, Kenneth A.

Problem Identification Survey Handbook for Parish Rural Development Committees.

Louisiana State Univ., Baton Rouge. Cooperative Extension Service.

Pub Date Jul 72 1

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Committees, *Community Involvement, County Programs, Extension Agents, Guides, *Leadership, *Problems, *Rural Development, Surveys

Identifiers—Louisiana

The Task Force on Resource Development of the Cooperative Extension Service, Louisiana State University, decided to utilize the leader identification technique as a means of assisting the parish rural development committees in the rural development process. The technique is a procedure to stimulate effective citizen participation to identify community problems, to establish a priority of problems, to select alternate solutions, to plan for action, and to implement a plan of action. In this handbook, the entire process for conducting and following up a problem identification survey is outlined step by step. Form letters and news releases to accompany each step are included, and the responsibilities of persons involved in various capacities are described. The 21 steps are listed in the sequence the Task Force thought would be most desirable. The steps are separated into 3 sections: (1) the problem identification survey, (2) a town hall meeting to involve members of the community in the problem-solving process, and (3) the methods to be used in organizing for action. (FF)

ED 071 802

RC 006 688

Pieper, Hanns Miller, H. Max

A Profile of Selected Demographic and Socioeconomic Characteristics of Rural Georgia Counties.

Pub Date 7 Feb 73

Note—21p.; Paper presented at the Association of Southern Agricultural Workers meeting, Atlanta, Georgia, February 4-7, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Groups, Agriculture, *Demography, Education, Health, Housing, Income, Occupations, *Population Trends, Racial Characteristics, *Rural Population, *Socioeconomic Influences, *Tables (Data)

Identifiers—*Georgia

Demographic and selected socioeconomic changes which have occurred during the past decade in rural Georgia are delineated in this paper. The sample consisted of 50 counties, none of which had any urban population in 1960 or 1970. These counties, which are representative of rural regions which are losing or gaining population, were divided into 2 groups consisting of (1) 27 counties which had lost population and (2) 23 counties which had gained population. Demographic changes occurred in the areas of population size, age composition, sex composition, racial

characteristics, and fertility. The selected socioeconomic characteristics included occupational characteristics, income, housing, health, education, and agriculture. The data for each group, given in tabular form, included a listing of the counties along with their population in 1960 and 1970, total age and sex composition, age and sex composition for the white and nonwhite populations, the births by race, percent of persons employed by occupation, income by percent of families in each income group, the housing characteristics, the number of physicians in private practice by county, selected educational characteristics, and selected farm characteristics. (NQ)

ED 071 803

RC 006 689

Education of the Spanish Speaking. Hearings Before the Civil Rights Oversight Subcommittee (Subcommittee No. 4) of the Committee on the Judiciary, House of Representatives, Ninety-Second Congress, Second Session on Reports of the U.S. Commission on Civil Rights. Serial No. 35.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

Pub Date Jun 72

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bilingual Education, *Civil Rights, Committees, Educational Policy, *Equal Education, *Mexican Americans, *Minority Group Children, Public Schools, *Puerto Ricans, Second Language Learning, Spanish Speaking, Tables (Data)

Identifiers—*United States Commission on Civil Rights

Hearings on the reports of the U.S. Commission on Civil Rights on the education of the Spanish-speaking were held on June 8 and 14, 1972. The Civil Rights Commission documented in its reports the effects of educational policies which have simultaneously forced ethnic isolation and Anglo conformity upon Mexican American and Puerto Rican students. Included are testimonies by members of the Civil Rights Commission concerning the education of Spanish-speaking children. Some of the areas covered by the testimony follow: (1) Chicano pupils achieve less well than Anglo students; (2) the school systems of the Southwest have not recognized the culture and the tradition of Mexican Americans and have not adopted policies and practices that would enable Mexican American children to participate fully in the educational process; (3) more than 400,000 Chicano pupils throughout the Southwest attend schools in predominantly Mexican American districts; (4) Puerto Rican children constitute a relatively large minority in urban school systems plagued by racial imbalance, tight budgets, and outmoded school buildings in the Northeast and Midwest cities; and (5) statistical evidence demonstrates the failure of the schools in the Southwest to reach and properly educate the Chicano student. Related documents are ED 052 849, ED 056 821, and ED 062 069. (FF)

ED 071 804

RC 006 690

Reed, John Shelton

New Problems, Old Resources: Continuity in Southern Culture.

Pub Date 7 Feb 73

Note—14p.; Paper presented at the Association of Southern Agricultural Workers meeting, February 4-7, 1973, Atlanta, Georgia

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Characteristics, *Cultural Background, Economic Factors, Ethnic Groups, Industrialization, *Religious Organizations, *Rural Urban Differences, Sociology, *Southern Attitudes

Identifiers—*South

The nature and extent of religious belief and practice in the South and the relatively great attachment Southerners show to their local communities were described in this paper on Southern culture. Differences in church attendance for the South and non-South were tabulated for various occupations. The general cultural tendency of "localism" was supported by survey data to the extent that when asked to name the person they most admire, Southerners were twice as likely as other Americans to name a relative or someone living in their local community; Southerners were more likely than any other Americans to want their sons to go to college within their own re-

gion; and Southerners consistently chose their present state of residence when asked where they would most like to live. It was found that, despite changes in the "technological order" of the South, there was considerable continuity in the "humanistic order." (PS)

ED 071 805

RC 006 691

Smith, Julian W.

Outdoor Education. The Classroom Teacher Series in Health Education, Physical Education, and Recreation, No. 3. Revised Edition, 1970.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—32p.

Available from—American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, Community Resources, Creative Teaching, Educational Needs, *Elementary School Students, Field Trips, Living Standards, *Outdoor Education, Pamphlets, *Resident Camp Programs, *Resource Materials

The primary purpose of this pamphlet is to promote a better understanding of outdoor education and its value in schools. Five reasons are given for the inclusion of outdoor education in the elementary school program: (1) learning takes place most effectively through direct experience—beginning with concrete activities and letting useful abstractions follow; (2) outdoor education provides a setting that makes teaching more creative; (3) some objectives of the curriculum can be achieved more effectively outside the classroom in an outdoor situation; (4) the out-of-doors is a community resource for education and should be used to the best advantage in the school program; and (5) modern conditions of living have increased the need for outdoor education. Topics of discussion include taking the classroom out-of-doors; outdoor education as laboratories for schools; resident outdoor schools, with a sample elementary outdoor school program; and resources for outdoor education, including selected references and films. (HBC)

ED 071 806

RC 006 692

New Mexico State Department of Education, Division of Indian Education, Annual Report, 1971-1972.

New Mexico State Dept. of Education, Santa Fe. Div. of Indian Education.

Pub Date 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Annual Reports, *Compensatory Education Programs, Dropouts, *Educational Improvement, *Enrollment, *Federal Programs, Financial Support, Tables (Data)

Identifiers—*Johnson O'Malley Act, New Mexico

An annual report (1971-72) of New Mexico's State Department of Education, Division of Indian Education, this document presents data pertaining to the 20 school districts receiving Johnson O'Malley (JOM) funds. Data is included on the total district enrollment, Indian student enrollment, Indian employees, what JOM funds were used for, and special programs in the districts. The distribution of tribal groups by school district and data on the Navajo area personnel are given. District summary reports give the information on the enrollment, graduates, and dropouts by grade in tabular form. (NQ)

ED 071 807

32

RC 006 693

Villa, Rogelio H., Comp.

Migrant Education. A Consultant Report, State of Minnesota Department of Education, Title I, Elementary and Secondary Education Act, Migrant Amendment Annual Evaluation Report (B0B 51-RO-719). Summer of 1972.

Minnesota State Dept. of Education, St. Paul.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Report No.—BOB-51-RO-719

Pub Date 72

Note—87p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Involvement, Curriculum Planning, *Day Care Programs, Elementa-

ry Grades, *Evaluation, *Migrant Child Education, Preschool Programs, *Program Coordination, Recruitment, Student Teacher Ratio, *Summer Programs

Identifiers—*Minnesota, Project Head Start
Fourteen summer school projects located in 14 school districts with large concentrations of migrant children during the summer of 1972 were described. The projects were from 6 to 10 weeks long and provided services for children from birth to age 12. The number and percentage of pupils enrolled in each component of the program were (1) Title I: 1,363 or 63.5%, (2) Headstart: 396 or 18.5%, and (3) Title IV Day Care Component: 385 or 18%. The program is described in terms of exemplary projects in the 1972 migrant program, children served, grade placement, teacher-pupil ratio, inter-relationship with the regular Title I program, coordination with other programs, in-service training, non-public school participation, information dissemination, community involvement, program effectiveness, special areas, equipment and construction, supportive services, program integration, staff utilization, new programs, and a program critique. Included in the appendix are additional information on exemplary project #1 for recruitment of migrant children; a list of licensed migrant camps; information for Title I migrant summer schools; diagrams for physical plant organization; and selected materials for elementary and junior high schools. (PS)

ED 071 808 RC 006 694

Paulston, Roland G.
Cuban Rural Education: A New Strategy for Revolutionary Development.

Pittsburgh Univ., Pa. International and Development Education Program.

Pub Date Mar 73
Note—27p.; Paper presented at the Comparative and International Education Society Annual Meeting, San Antonio, Texas, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case Studies, *Depressed Areas (Geographic), *Developing Nations, Farm Management, Nationalism, *Political Socialization, Population Trends, *Rural Education
Identifiers—*Cuba

Examined in this paper are some of the major consequences for rural education of recent Cuban efforts to favor the rural population, to achieve a rural transformation, and to operationalize the revolutionary ideology. Sources used in this case study include Cuban primary and secondary materials and government publications, recent social science research studies by students of the Cuban revolution, and personal observations made by the author during a 3-week visit to Cuba in December 1970. Section 1 of the paper examines the extent and nature of prerevolutionary rural education programs and their functionality in an unevenly developed plantation economy powerfully influenced by the United States. Section 2 describes and evaluates major innovative efforts after 1959 to harness rural education to national goals for ideological, political, and economic development. Section 3 examines current planning efforts to remedy past failures and draw up a new strategy for rural education that will place it at the very center of efforts to create the new socialist society. It is concluded that Cuba's effort to find a way out of poverty, underdevelopment, and dependency can best be realized through the involvement of all youth in work-study programs that are functionally linked with production. (HBC)

ED 071 809 RC 006 695

Racial-Ethnic Survey: Pupils and Employees. Division of Equal Educational Opportunities, Arizona Department of Education, Spring 1972.
Arizona State Dept. of Education, Phoenix. Div. of Equal Educational Opportunities.

Pub Date 72
Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Anglo Americans, *Ethnic Distribution, *Ethnic Groups, Mexican Americans, Negroes, *School Personnel, *Students, *Surveys
Identifiers—*Arizona, Oriental Americans

Data submitted by administrators of individual schools and school districts and by county school superintendents in Arizona are presented in this survey. The target population of this 1971-72 study included public school pupils in kindergarten through grade 12, certified employees, and

noncertified employees. The 6 racial and ethnic categories identified were as follows: (1) Spanish surnamed, (2) other white, (3) Negro, (4) Oriental, (5) American Indian, and (6) other nonwhite. This system was utilized in categorizing pupils as well as certified and noncertified employees. Information about the students was tabulated according to grade level and a district summary was presented for each county in the survey. Information about the employees was tabulated according to job category, and a district summary was presented for each county. A synopsis of racial-ethnic distribution was given for the entire survey population. (PS)

ED 071 810 RC 006 696

Hall, D. M.
Mahjethawin ("The Beginning"). A Cross-Cultural Program.

Rosemeath Centennial School (Ontario).
Pub Date 72

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Area Studies, *Bicultural Schools, Communication Problems, Community Involvement, *Conflict Resolution, *Cross Cultural Training, Curriculum Development, History Instruction, Self Esteem
Identifiers—*Canada, *Rosemeath

The problems, frustrations, successes, and failures met by the Rosemeath Centennial Public School in Rosemeath, Canada, while attempting to respond to the unique needs of the community it serves are described in this paper. The school staff planned and implemented a program in cross-cultural studies in order to reduce the friction between the members of the nearby Indian Reserve and the surrounding non-Indian community. The program was designed to expose children and parents to the various Indian cultures in order that the non-Indians would be more understanding and that the Indians would better appreciate their own unique heritage. Some specific objectives of the program were (1) to improve the Indian child's self-concept, (2) to create an appreciation of the various cultures inherent in the school population, (3) to develop a more accurate and unbiased approach to Canadian history, and (4) to create a vehicle for greater interaction between the school and the community. It was concluded that because of the distrust between the 2 groups and occasional negative influences from individuals outside both communities, a great deal of work still needs to be done through innovations in the areas of community involvement, basic philosophy, school culture, and curriculum. (HBC)

ED 071 811 RC 006 698

Donaldson, George W.
Planning for Resident Outdoor Education. Taft Campus Occasional Paper No. VIII.
Northern Illinois Univ., Oregon. Lorado Taft Field Campus.

Pub Date 72
Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Attitudes, Curriculum, *Educational Planning, Evaluation, Financial Policy, Instructional Materials, *Integrated Activities, *Outdoor Education, Personnel Selection, *Resident Camp Programs, Site Selection, *Teacher Education

Factors to be considered in the planning and development of a resident outdoor education program are presented in this paper. It is noted that basic educational planning must come first and every other aspect of planning should then refer to the educational plan. Various aspects of planning are described including planning the educational program; personnel assignment, selection, and training; site selection; financing the program; interpreting the program to the community; administrative structure, insurance, and other concerns; and evaluation. A checklist of desirable facility criteria for outdoor education resident centers is included. (PS)

ED 071 812 RC 006 699

Berger, Allen And Others
A Report on Indian Education: (A) In-Depth Study of Nine Indian Families; (B) Memory and Reasoning in Native Children: An Effort at Improvement Through the Teaching of Cognitive Strategies.

Alberta Univ., Edmonton.
Spons Agency—Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Cognitive Processes, *Curriculum Research, *Family Attitudes, Field Interviews, Grade 3, Remedial Programs, Statistical Analysis, Tables (Data), *Underachievers
Identifiers—*Canada

The purpose of this first phase of a 3-phase study was to obtain information to use as a base in developing a workable language arts curriculum. Part A of this report dealt with the techniques and results of in-depth interviews of 9 native families in Canada. Each family engaged in a sorting process to determine categories which were of immediate interest and concern to the family. It was found that education, heritage and culture, and family were the most common categories to the families. Part B of this report was an experimental demonstration project directed at locating areas of weakness in the basic cognitive skills of a group of underachieving native children, evolving a remediation program, applying it, and testing its efficacy. Approximately 40 children from 5 different Grade 3 and 3-4 classes in the Ermineskin school at Hobbema were selected on the basis of the previous year's school work. Representing the lowest academic group in their grade, the children were divided into 2 groups, one having a maximum treatment and the other a minimum treatment. The significant improvement in auditory and visual memory in the group receiving maximum remediation when compared with the minimum remediation group indicated that learning strategies are not immutable but can be modified by appropriate remedial programs to enhance cognitive competence. (HBC)

ED 071 813 RC 006 702

Leonetti, Robert
A Primary Self-Concept Scale for Spanish-Surnamed Children, Grades K-4.

Pub Date Feb 73
Note—87p.; Doctor's dissertation submitted to New Mexico State University, Las Cruces, New Mexico

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Children, Cultural Factors, Doctoral Theses, *Group Tests, *Mexican Americans, *Primary Education, *Self Concept, Socioeconomic Influences, Statistical Analysis, Tables (Data)
Identifiers—*New Mexico

The purpose of this study was to develop a group test of self-concept which is especially applicable to the Spanish-surnamed primary school student. The pilot version of this instrument, the Primary Self-Concept Scale (PSCS), was designed to measure 5 aspects of self-concept which were felt to be relevant to school success: behavior, intellectual, physical appearance, peer relationships, and emotional state. After factor analysis, however, the factors identified were (1) aggressiveness/cooperation, (2) intellectual self, (3) peer ostracism/acceptance, (4) helpfulness, (5) physiological self, and (6) adult acceptance/rejection. The 2 additional factors measured in this study were emotional self and success/nonsuccess. Both the preliminary and the revised PSCS were administered to 650 primary school pupils in New Mexico. Emanating from the PSCS was the third revision, the Primary Self-Concept Inventory (PSCI). Studies concerning the further development and refinement of the PSCI should include subjects from a variety of age levels, ethnic groups, and socioeconomic levels. Further research should also entail the development of remedial procedures closely related to performance on the PSCI. (HBS)

ED 071 814 RC 006 703

Cabrera, Y. Arturo
Chicano Educational Priorities: Mindongo, Hash, or Potpourri.

Pub Date 28 Jul 72
Note—10p.; Paper presented at a workshop on Southwest Ethnic Groups: Sociopolitical Environment and Education, El Paso, Texas, July 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Change Agents, Cultural Awareness, *Curriculum Development, Educational Innovation, *Educational Problems, *Mexican Americans
Mixed feelings about the state of the art in education and over the proposals for the educa-

tion of Mexican Americans are expressed. Unfortunately, the majority of college faculty make but few changes, and it is suggested that more change and innovation come from the public schools. Expressions of revolt against the traditional curriculum have not brought about significant change. So, the major problem continues to be the perpetuation of a rigid curriculum; consequently, school people are viewed with suspicion. Further, strong disagreement exists over specifics in Mexican American culture and Spanish language elements which may serve as a basis for curriculum change. And this is blurred by the lack of clear or at least acceptable descriptions of characteristics that have application on a larger and universal scale. General guidelines are suggested for curriculum changes for the education of Mexican American groups. (Author/NQ)

ED 071 815 RC 006 704

Cleland, C. L.

Southern Regional Research in Rural Sociology Since the Mid 1950's.

Pub Date 72

Note—26p.; Paper presented at the meeting of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 5, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agricultural Colleges, *Area Studies, Experiment Stations, *Historical Reviews, Low Income, Regional Cooperation, *Research Projects, *Rural Areas, Social Mobility, *Sociology, Surveys

Identifiers—*South

The purpose of this historical report is to further the cause of rural sociology in the South. It is based on the author's memory of events relating to research activities, minutes of meetings, correspondence in his files, and selected reports from other rural sociologists in the South. Specifically discussed are the limited personnel in rural sociology, the efforts to initiate regional research, the Southern regional rural sociology projects, the transition from adjustment to mobility, and the transition from mobility to institutional impact. It is concluded that regional research in rural sociology has made progress and that although there have been some problems in continuity of personnel directly involved with the regional projects, a small nucleus has provided some stability. (HBC)

ED 071 816 RC 006 707

Greene, John F. Zirkel, Perry A.

The Influence of Language and Ethnicity on the Measurement of Self-Concept of Spanish-Speaking Migrant Pupils.

State Univ. of New York, Genesco. Center for Migrant Studies.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education, New Orleans, February 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Factors, *Examiners, Individual Characteristics, Language, *Measurement, *Migrant Children, *Self Concept, Sex (Characteristics), *Spanish Speaking, Tables (Data)

The objective of this study was to determine the effects of examiner variables such as language, ethnicity, and sex in the measurement of the self-concept of Spanish-speaking migrant pupils. The sample consisted of 169 Spanish-speaking migrant pupils, aged 10 to 12, in a Migratory Children's 1971 Summer Program. These subjects came from 5 Connecticut centers and 1 New York center. The subjects at each center were divided into 4 groups. In each center, a different pair of Puerto Rican and Anglo examiners of the same sex administered the Coopersmith Self-Esteem Inventory using an audio-visual presentation procedure consisting of overhead transparencies and corresponding audio tapes in separate Spanish and English versions. Each examiner tested one group in Spanish and one in English. The Oral Vocabulary subtest of the Inter-American Test of General Ability, Level II in both Spanish and English forms, was used as a language screening device so that only the subjects who had a sufficient level of comprehension in the language in which they were tested would be included in the analysis of examiner effects. The results indicated the importance of the cultural-linguistic factors; consequently, it was suggested that care should be taken to provide contextual consonance and that caution must be exercised when using the commonly available self-report instruments to insure that the language difficulty level is commensurate with the proficiency level of the pupils. (Author/NQ)

crised when using the commonly available self-report instruments to insure that the language difficulty level is commensurate with the proficiency level of the pupils. (Author/NQ)

ED 071 817 32 RC 006 708

Title I, ESEA Migrant Education. [Idaho] State Annual Evaluation Report, Fiscal Year 1972 (School Year 1971-1972).

Idaho State Dept. of Education, Boise.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 72

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Curriculum Planning, *Federal Programs, Inservice Programs, *Language Development, *Migrant Child Education, *Program Evaluation, Resource Centers, Tables (Data), Teacher Workshops

Identifiers—*Idaho

The efforts of local school districts in meeting the educational requirements of children of migrant workers are summed up in the Idaho Migrant Education Evaluation Report for fiscal year 1972. Information was procured from 29 local school districts conducting educational activities, such as, experience curriculum, oral language development, and English as a second language, implemented under Title I of the Elementary and Secondary Education Act as amended in 1966. According to the reports received from the local education agencies, 7,623 migrant children from pre-school age to age 14 and over were involved in the programs during fiscal year 1972. Contents of this report include: (1) exemplary programs, (2) student information, (3) coordination with other programs, (4) in-service training, (5) non-public school participation, (6) dissemination, (7) program effectiveness, (8) special areas, (9) construction-equipment, (10) supportive services, (11) program integration, (12) staff utilization, and (13) a program critique. Also included are the school district locations; findings and conclusions of the linguistic study, with tables showing language development data; and the yearly report of the Idaho Migrant Education Resource Center. Related documents are ED 046 596, ED 046 584, ED 046 571, and ED 059 824. (FF)

ED 071 818 24 RC 006 709

Merrell, Russell G. Steffens, Herbert R.

Integrated Career Development Curriculum (ICDC) Instructional Statement.

Nevada Western States Small Schools Project, Carson City.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-7-1323

Pub Date Aug 72

Grant—OEG-0-8-071323-4646(085)

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Curriculum Design, Guidelines, Individualized Instruction, *Instructional Innovation, Instructional Materials, Learning Motivation, Learning Theories, Objectives, *Rural Youth, *Small Schools, Teacher Role

Identifiers—*Western States Small Schools Project

The instructional mode of the curriculum and the relationship of this mode to the conditions and constraints represented by the content and by the characteristics of the rural student are outlined in this Integrated Career Development Curriculum (ICDC) Instructional Statement. An instructional mode for the ICDC project using the Life Involvement Model (LIM) of instruction is described. The 3 instructional instruments which have been developed by the ICDC Project are learning units, decision-making carrier projects, and decision-execution carrier projects. Information is provided in the areas of LIM and curriculum guidelines, the teacher's role in ICDC, and implementation of the ICDC curriculum. The 3 appendices include a sample learning unit with a description of the format, a sample prototype carrier project with a description of the format, and a catalogue of ICDC units coded to ICDC objectives. (PS)

ED 071 819

RC 006 710

McGahan, F. E. McGahan, Carolyn

Lighting the Way for Learning: A Teacher's Handbook of Practical Approaches and Techniques for Oral-Graphic Symbolic Language Acquisition.

Arkansas State Dept. of Education, Little Rock.

Pub Date May 71

Note—59p.; A Teacher's Handbook of Migrant Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Objectives, Check Lists, *Elementary Grades, *Language Arts, *Migrant Child Education, *Oral Communication, Program Development, Symbolic Language, *Teaching Guides, Vocabulary Development, Word Lists, Written Language

Language consists of symbols written, spoken, or thought about things, places, or feelings seen or unseen. Any block, interference, or impasse to the acquirement of symbolic language can result in a learning disability. Oral language must precede the graphic. The purpose of this handbook is to suggest practical approaches and techniques which will assist teachers, especially those in migrant programs, as they endeavor to help children acquire oral-graphic symbolic language which provides a solid foundation for the total language arts program. These suggestions are in the areas of rating scales for appraising readiness for learning, criteria for evaluating the functional level of older children, the philosophy of oral-graphic symbolic language acquirement, the 3 phases of symbolic language acquirement process, affective approaches, ideas for program activation, and ideas for action. Also included are a basic vocabulary list of life-space words and charts which the teachers can use to keep a record of the children's progress. (NQ)

ED 071 820

RC 006 711

Grinstead, Mary Jo Scholtz, Sandra

Sociological Correlates of Poverty and Race in a Rural Arkansas Community.

Spons Agency—Arkansas Univ., Fayetteville.; Department of Agriculture, Washington, D.C.

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Citizen Participation, Community Study, *Negroes, *Poverty Research, Racial Differences, *Rural Areas, Social Discrimination, *Socioeconomic Influences, Southern Community, Values

Identifiers—Arkansas, *Madison

The hypotheses (1) that the predominant characteristics of social life in poverty-level communities are determined by the structural conditions and attitudes which prevail in the larger society, (2) that access to dominant values is severely limited to those poverty groups against whom discrimination is leveled, and (3) that differential discrimination and differential access to dominant society values result in a determinate community profile were tested. To empirically test propositions related to the objective and attitudinal effects of poverty and racial discrimination, scales designed to measure socioeconomic status, participation in community and national-level institutions and activities, job satisfaction potential, attitudes toward deviant behavior, and internal-external control were established. Data pertaining to objective access and attitudes were obtained by administering a 30-minute questionnaire to an adult member of each household (257 respondents) in an agriculturally based community of less than 1,000 population in eastern Arkansas. The findings indicated that the complexities of social life as measured by the scales cannot be viewed simply as a function of the racial dichotomy of the rural South. Although the racial division is an important one, discriminant function analyses showed that commonalities among groups of comparable income levels, educational attainment, and age are often greater than among groups of common racial identity. (HBC)

ED 071 821

RC 006 712

Evans, Dennis Steelman, Virginia Purtle

The Perception of Community Power in Two Rural Louisiana Communities.

Pub Date 6 Feb 73

Note—10p.; Paper presented at the annual meeting of the Association of Southern Agricultural Workers, Atlanta, Georgia, February 6, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasians, Community Study, Ethnic Studies, *Negroes, *Perception, *Power Structure, Racial Characteristics, *Rural Areas, Sociocultural Patterns, Southern Community, Statistical Analysis, Tables (Data)
Identifiers—*Louisiana

The study reported here focused on the perception which rank-and-file members of a community have of its power structure. This research was designed specifically to investigate the relationship of power perception to the socio-cultural variables of locality, race, age, education, and income. A random sample of households in 2 Louisiana communities was taken and 243 male heads of households were interviewed. The 2 study communities were selected by judgment as representative of Anglo-Protestant North Louisiana and French-Catholic South Louisiana subcultures, respectively. Of all the independent variables included in the analysis, statistically significant differences were found only by race. It was found that blacks tended to name individuals who may be influential within the black community, but are only peripheral to the larger community power structure. It was also found that some of the upper status-level respondents were somewhat reluctant to acknowledge power actors, possibly because they feel autonomous to the power actors. The reasons for finding no differences between education and income levels are undoubtedly questions with complex answers that need further study. (HBC)

ED 071 822 RC 006 713

Racial-Ethnic Distribution of Public Schools: Pupils and Employees. Racial-Ethnic Survey, Division of Equal Educational Opportunities, Arizona Department of Education, 1970-71.

Arizona State Dept. of Education, Phoenix. Div. of Equal Educational Opportunities.

Pub Date Jun 71

Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Anglo Americans, *Ethnic Distribution, *Ethnic Groups, Mexican Americans, Negroes, *School Personnel, *Students, *Surveys
Identifiers—*Arizona, Oriental Americans

Data submitted by administrators of individual schools and school districts and by county school superintendents in Arizona are presented in this survey. The target population of this 1970-71 study included public school pupils in kindergarten through grade 12, certified employees, and noncertified employees. The 6 racial and ethnic categories identified were as follows: (1) Spanish surnamed, (2) other white, (3) Negro, (4) Oriental, (5) American Indian, and (6) other nonwhite. This system was utilized in categorizing pupils as well as certified and noncertified employees. Information about the students was tabulated according to grade level and a district summary was presented for each county in the survey. Information about the employees was tabulated according to job category, and a district summary was presented for each county. A synopsis of racial-ethnic distribution was given for the entire survey population. (PS)

ED 071 823 RC 006 714

Sweet, Pat

The Effects of Living in an Isolated Mining Camp on the Learning Ability of Poor and Non-Poor Students in a Second Grade Class in Keokee Elementary School, Keokee, Virginia.

Pub Date Aug 70

Note—49p.; Master's thesis submitted to East Tennessee State University, Johnson City

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Area Studies, *Disadvantaged Youth, Educational Opportunities, *Grade 2, Intelligence Factors, *Learning Difficulties, *Rural Environment, Sex Differences, Statistical Analysis, Tables (Data), Test Results
Identifiers—*Appalachia, Virginia

The purpose of this study was to test the learning ability of a class of second graders in a mining camp in Southwest Virginia in the heart of Appalachia. On the basis of family income, 20 second-grade children (12 boys and 8 girls) were divided into 2 groups—poor and non-poor. The children were tested during the third 6 weeks and again during the sixth 6 weeks of the school year 1969-70 to see the progress in reading, math, language, spelling, and intelligence. Girls' and boys' scores were compared for any sex differences between the 2 groups. The results of the study

showed there were no significant differences between the poor and non-poor groups or between the sexes in achievement and intelligence. However, it was concluded that social class was a better indication of performance than sex. The study pointed out the need for comparative studies between Appalachian children and children in other parts of the United States. It also pointed out the need for information on the specific learning problems of the Appalachian child, such as probable visual and auditory discrimination. (HBC)

ED 071 824 RC 006 715

Impact of Federal Programs to Improve the Living Conditions of Migrant and Other Seasonal Farmworkers. Report to the Congress by the Comptroller General of the United States.

Comptroller General of the U.S., Washington, D.C.

Report No—B-177486

Pub Date 6 Feb 73

Note—125p.

Available from—U. S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548 (\$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Laborers, Day Care Programs, Education, Federal Aid, *Federal Programs, Health, Housing, *Living Standards, Manpower Needs, *Migrant Workers, Reports, *Seasonal Laborers

Federal programs, designed to improve the living conditions of migrant and other seasonal farmworkers in 6 agricultural areas in California, Florida, Michigan, New York, Texas, and Washington, were assessed by the General Accounting Office. In fiscal years 1966-70, the government provided about \$400 million in grants and loans to assist these people. In fiscal year 1971, \$123.3 million was provided, primarily for manpower service, elementary and secondary education, housing assistance, health services, and child day care. In 1971, fieldwork was conducted in the Washington, D. C. headquarters of the Federal agencies responsible for aiding migrant and other seasonal farmworkers and in the 6 agricultural areas, which included the migrants' home-base areas and segments of the interstate and intrastate migrant streams. It was concluded that (1) administrators need to improve the operations of the programs to effectively aid migrant and seasonal farmworkers, (2) much more needs to be accomplished if this occupational group is to become socially and economically self-sufficient, and (3) directed goals are needed to guide these programs. Recommendations included that long term plans to counteract the effects of technological advances in agriculture that displace this occupational group should be developed and that training for nonagricultural employment through manpower programs should be provided. (FF)

ED 071 825 RC 006 716

Gridley, Marion E.

Indian Tribes of America.

Pub Date 1 Mar 73

Note—63p.

Available from—Hubbard Press, P. O. Box 442, 2855 Shermer Road, Northbrook, Illinois 60062 (\$4.95)

Document Not Available from EDRS.

Descriptors—American History, *American Indians, Books, Children, *Climatic Factors, *Cultural Environment, Environmental Influences, Human Living, Organizations (Groups), *Sociocultural Patterns, *Tribes

The lives and locations of early American Indian tribes are the subject of this book for children of junior high school age. The tribal life patterns which had developed to suit the climates lived in, prior to the arrival of the Europeans, are described. Thus, the livelihood of Indians in 5 different sections of the United States and Canada—the Northeast (U. S.), the South, the Plains, the Desert, and the Western Sea Coast are discussed. Also included are illustrations of the Indian people, their customs, and their tools. Accompanying each chapter is a list of the principal tribes of the region, where they lived, and where they are now located. (FF)

ED 071 826 RC 006 717

Migrant Health Program. [New Jersey] 1970 Annual Report.

New Jersey State Dept. of Health, Trenton.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Migrant Health Service.

Pub Date 70

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Clinics, *County Programs, Dental Health, *Federal Programs, Health Education, *Migrant Health Services, *Migrant Workers, Public Health, Sanitation, Social Services, State Federal Support, Statistical Data, Vision, Welfare Services
Identifiers—*New Jersey

During 1970, 3 federally supported migrant health projects continued to serve New Jersey's migrant workers with comprehensive health care. In the 7 counties of principal migrant activity, 4,464 patients received health services. This group represented more than 60% of the noncontract workers. Migrant health programs in Burlington, Gloucester, Atlantic, Middlesex-Mercer, and Monmouth counties are described; the Salem and Cumberland county projects are covered in separate reports, but data for all counties are combined in this annual report. Information on clinical, public health, nursing, hospital, health education, dental, social, sanitation, family planning, and eye examination services offered by the projects is included. The tabular data includes statistics on service visits, referrals, migrant clinics, family planning, social services, sanitation, migrant school health programs, dental programs, and eye examination programs. Most of the statistical data in this report relating to personal health services was collected via a Service Visit Form developed in cooperation with the Data Processing Service in the State Department of Health. Also included is an annual progress report. A related document is ED 047 882. (NQ)

ED 071 827 RC 006 726

Florida Migrant Health Project. Fifth Annual Progress Report, 1967-1968.

Florida State Board of Health, Jacksonville. Spons Agency—Public Health Service (DHEW), Washington, D.C. Migrant Health Service.

Pub Date 68

Note—410p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annual Reports, Clinics, *County Programs, Dental Health, Diseases, *Health Education, *Medical Services, *Migrant Health Services, Nursing, Nutrition, Personnel, State Federal Aid, Tables (Data)
Identifiers—*Florida

Migrant health activities carried on by 17 of the 18 Florida county health departments that are recipients of Federal grants for this purpose from the United States Public Health Service are detailed in this report. Data concerning the number of people treated, descriptions of the medical services available, and a narrative report are included for each project. The county projects described are those for Collier, Broward, Dade, Glades, Hendry, Highlands, Lee, Manatee, Martin, Orange, Palm Beach, Polk, Putnam, Flagler, Saint Lucie, Sarasota, and Seminole counties. Additional topics discussed include Florida's migrant project history, the migrant situation, the Migrant Service Referral System, project objectives for 1968, nutrition services to the migrant health project, the Florida migrant syphilis case-finding project, the migrant dental health program, the health education program, and future plans—the replacement of outmoded slides, the improvement of migrant housing, and the revision of the Health Service Indexes for the 11 participating states. It is concluded that there was, with few exceptions, a definite increase in the amount and variety of services rendered, the number of agricultural migrants brought into contact with these services, and the various activities carried on by migrant project personnel in Florida. A related document is ED 013 699. (HBC)

ED 071 828 RC 006 727

Florida Migrant Health Project. Sixth Annual Progress Report, 1968-1969.

Florida State Board of Health, Jacksonville. Spons Agency—Public Health Service (DHEW), Washington, D.C. Migrant Health Service.

Pub Date 69

Note—485p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annual Reports, Clinics, *County Programs, Dental Health, Diseases, *Health Education, *Medical Services, *Migrant Health

Services, Nursing, Nutrition, Personnel, State Federal, id, Tables (Data)
Identifiers—*Florida

Migrant health activities carried on by the 17 Florida county health departments that are recipients of Federal grants for this purpose from the United States Public Health Service are detailed in this report. Data concerning the number of people treated, descriptions of the medical services available, and a narrative report are included for each project. The county projects described are those for Broward, Collier, Dade, Highlands, Hendry, Glades, Lee, Manatee, Martin, Orange, Palm Beach, Polk, Putnam, Flagler, Saint Lucie, Sarasota, and Seminole. Additional topics discussed include Florida's migrant project history, the migrant situation, the Migrant Health Referral System, nutrition services to the migrant health project, and general sanitation exhibits—the Sanitary Code of Florida, House Bill No. 269, and the Camp Inspection Form. Future plans include increasing the slide and film library and reaching more migrants with the message of the importance of good health practices. It is concluded that although Polk and Manatee counties were separated from the project during the fall of 1968, there was an increase in the number of services rendered in all categories and an increase in the number of migrants seen or brought into contact with public health workers. (HBC)

ED 071 829 RC 006 730

Aoki Tetsuo

Towards Devolution in the Control of Education on a Native Reserve in Alberta: The Hobbema Curriculum Study.

Pub Date 1 Dec 72

Note—17p.; Paper presented at the Annual Conference of the American Anthropological Association, Toronto, Ontario, December 1, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Community Involvement, *Curriculum Development, Decentralization, Educational Programs, Instructional Design, *Reservations (Indian), *Self Directed Groups

Identifiers—*Canada, Hobbema Reserves

The paper describes a curriculum development project at the Hobbema Reserves, Alberta, Canada, whose locus is conceived as situated at the interface of the dominant society and the minority, native Indian society. The project's 2 objectives are (1) to produce and develop instructional materials and plans for the local Reserves school and (2) to engage the total community in involved activity in the project work. The project looks to "devolution," defined as a process of power reallocation in such a way that the identifiable group situated outside the headquarters feels free to act without the constraints of some hierarchy, rather than "decentralization," defined as a process of allocating authority for specific functions within an hierarchical structure to an identifiable group situated outside headquarters, as a viable operative value in bringing about "decentralized" control over curricular content. At issue is the character of the relationship between the Department of Indian Affairs and Northern Development (Canada) and the Reserves people. The paper highlights operational principles adopted, some of the concrete activities undertaken, and American Indian perceptions of project activities as they moved through the several phases of developmental work over the initial 10 months. It concludes with the note that the curriculum development work is viewed as a significant step towards the larger issue of local autonomy over educational matters. (Author/FF)

ED 071 830 RC 006 731

Shutt, Darold L.

Family Participation in the Psychological Evaluation of Minority Children.

Northern Arizona Univ., Flagstaff. Dept. of Psychology.

Pub Date Nov 72

Note—12p.; Paper presented at the Southwestern Orthopsychological Association meeting, Galveston, Texas, November 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Aptitude Tests, *Family Involvement, Intelligence Tests, *Minority Group Children, Nonverbal Tests, *Psychological Evaluation, Special Education, *Student Placement, Test Validity

Identifiers—Arizona, *Navajos, Saint Michaels Special School

Navajo family participation in the evaluation of their children is described in this paper. The setting for the study in St. Michael's Special School, Window Rock, Arizona. Pupils at this Navajo Reservation school were assigned to special education classes on the basis of the Wechsler Intelligence Scale for Children. The author introduced into the evaluations the Hiskey-Nebraska Test of Learning Aptitude. This instrument, developed for use with deaf children, requires no verbal instructions or verbal responses. Use of this nonlanguage individual test when combined with family participation resulted in significantly different scores and much more satisfactory evaluations and placements than had previously used instruments and evaluation techniques. The current emphasis has been placed on the validation of the Hiskey-Nebraska Test of Learning Aptitude for use with bilingual minority group children. Norms tables for American Indian and Mexican American children will be developed. (FF)

ED 071 831 RC 006 732
Native American Arts and Crafts of the United States. Bibliography 1.

Indian Arts and Crafts Board, Washington, D.C.

Pub Date 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, *Annotated Bibliographies, Anthropology, Area Studies, Artists, *Art Products, *Handicrafts, Poets, *Visual Arts

The selected readings listed in this annotated bibliography are suggested as an introduction to the varied arts and crafts created from prehistoric to modern times by Native American peoples of the United States. The publications are organized by culture area to encompass major media practiced by Native American artists and craftsmen of these various regions. Several Canadian publications also are included for their comparative information. The 118 documents, which date from 1941 to 1971, are divided under the headings of general, series, and bibliographies. The bibliographies section is further subdivided under the following headings: Woodlands; Plains; Southwest; Inter-Mountain and California; Northwest Coast; and Eskimo, Aleut, and Subarctic. (HBC)

ED 071 832 RC 006 733
The Pennsylvania Panel on Rural Poverty. Final Summary Report, 1971.

Pennsylvania State Dept. of Community Affairs, Harrisburg.

Pub Date Nov 71

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Depressed Areas (Geographic), *Economic Disadvantage, *Education, Federal Aid, Health Services, Housing, *Rural Areas, Rural Urban Differences, *Social Psychology, Transportation, Urban Immigration, Water Resources, Welfare Services

Identifiers—*Pennsylvania

An analysis of the facts and opinions on rural poverty presented in over 1,000 pages of testimony to the Pennsylvania Panel on Rural Poverty is presented in this report. The problem of poverty is discussed in general and also as it specifically relates to Pennsylvania in terms of conditions, causes, proposals for improvement, comments, and the effects of the extractive tax. Other poverty problems are discussed in the areas of water resources, sewerage, housing, medical services, welfare, education and schools, and transportation. The problems, proposals for improvement, and additional comments are listed for each of the problem areas. Major conclusions from the analysis are that water and sewer facilities need to be improved in much of rural Pennsylvania, that existing public programs are not serving the housing needs of the rural poor, and that medical care is fragmented, spotty, and inadequate. (PS)

ED 071 833 RC 006 740
Gadjio, Henry W. Hayden, Laurie
1972 Sodas [New York] Migrant Summer Program.

Sodas Central School, N.Y.

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education.

Pub Date 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Cognitive Development, Consumer Education, *Day Care Programs, *Educational Needs, Individual Needs, *Migrant Education, Reading Programs, *School Surveys, Study Centers, *Summer Programs

Identifiers—New York, *Sodas

The Sodas 1972 Summer Migrant Program entailed many facets to project learning experiences for the migrant of all ages. Its major goal was widening the migrants' experiences so that they might have more control over their own destiny. The 4 major phases to the Sodas Program's operation included the day care center for infants; the Summer Migrant School, which handles children of ages 4 1/2 to 14; the Youth Center, which provided recreation for children through young adults; and a consumer education class, which offered a 12-lesson sewing course for adults. The Summer Migrant School offered programs in music, art, and physical education; health; reading; special education, through the Board of Cooperative Education; and an opportunity for migrant children to attend a day camp offering nature hikes, arts, crafts, games, and group singing—provided and funded by the Seven Lakes Girl Scout Council, Inc. The administration and results of the Wide Range Achievement Test and of a Migrant Children Needs Assessment Survey were additional topics of concern. The findings of the needs survey, which was distributed to summer session teachers and to teachers at the schools where the children have their home base, indicated that teachers of both areas of the country who dealt with the same children felt that although the cognitive domain dealing with the intellectual processes was important, it was more important to emphasize the affective domain of the learners during a summer school program. (HBC)

ED 071 834 RC 006 741
Index to Literature on the American Indian, 1971.

Pub Date 72

Note—230p.

Available from—The Indian Historian Press, Inc., 1451 Masonic Avenue, San Francisco, California 94117 (\$12.00)

Document Not Available from EDRS.

Descriptors—*American Indians, *Bibliographies, *Booklists, Citation Indexes, *Literature Guides, *Periodicals, Publications, Subject Index Terms

Both popular and scholarly source materials on the American Indians were compiled in this index by American Indian scholars. Both the authors and the 65 subject areas chosen for indexing are entered in alphabetical order. In addition to books and unpublished doctoral dissertations, 296 periodicals were searched and the articles on American Indians indexed. A list of 419 publications written, edited, or published by Indian organizations or tribes is also included. The material included in the index was selected from the literature produced about the American Indian in 1971. A related document is ED 064 011. (FF)

ED 071 835 RC 006 742
The American Indian in School: Answers to Questions—Advance Statistics for Management.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 2 Jan 73

Note—14p.; National Center for Educational Statistics "Bulletin," Number 13, January 2, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *American Indians, *Elementary Education, *Enrollment, *Higher Education, Negro Students, *Secondary Education, Statistical Data, Tables (Data), Urban Areas

Identifiers—BIA, *Bureau of Indian Affairs

Graphs, maps, and data tables are used to answer various questions about the elementary, secondary, and higher education of the American Indians. Answers to the following questions are given: (1) How many Indian children are in school? Public? Private? Bureau of Indian Affairs (BIA)? (2) Where are the Indian pupils enrolled in the public schools? (3) What is the concentration of Indian enrollment in each state at the elementary, secondary, and college levels? (4) How do patterns of "racial isolation" differ for Indian and Black pupils? (5) To what extent are Indian pupils in our public schools racially isolated? (6) What is the concentration of Indian enrollment in

the large cities? (7) How well do Indian pupils score on achievement tests? (8) In which states are the BIA pupils enrolled? (9) How many Indians are in college? and (10) Where do the Indians go to college? The data used to answer these questions were collected by the Department of the Interior's Bureau of Indian Affairs and the Department of Health, Education, and Welfare's Office for Civil Rights. (NQ)

ED 071 836 RC 006 743

Drenta, Victor Bartley, H. E.
Relationships through Conservation. Plain Local Schools, Outdoor Education Program.
Stark County Board of Education, Louisville, Ohio.

Pub Date 71

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Organization, Community Responsibility, *Conservation Education, *Grade 6, Hygiene, Instructional Materials, *Manuals, *Outdoor Education, *Resident Camp Programs, Scheduling

The purpose of this Outdoor Education Program was to develop in children a keener insight into the responsibilities of citizenship, as well as a better understanding of man's interrelationship with and dependence on nature. The program was an extension of the school curriculum to the out-of-doors and offered opportunities for developing many of the socially desirable attitudes, skills, habits, and interests needed for later life. This manual is intended as a basic source for both experienced and inexperienced outdoor personnel. Planning for the camp is discussed in terms of the organization of the outdoor education program; the schedule of activities; living in the camp community; getting acquainted with the new environment; the outdoor education routine; evaluating the outdoor education experiences; and the outdoor education teacher and counselor, which includes the classroom teacher's responsibilities in preparing the students to go to camp and suggests pre- and post-outdoor education activities for the classroom. Specific instructional units include Water and Related Uses, Rocks and Soils, Living Things of the Season, and Forestry. For each unit, material for presentation, identification charts, and suggested activities are included. (HBC)

ED 071 837 RC 006 744

Willis, Cecilia A., Comp. Travis, M. Eunice, Comp.

Significant Literature by and about Native Americans.

Pub Date Feb 73

Note—126p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Art, *Bibliographies, Booklists, *Cultural Background, Education, Geographic Location, Government Role, *History, Language, *Literature, Medicine, Religion, Socioeconomic Background, Tribes

Significant literature about Native Americans, some written by Native Americans, comprises this bibliography. Materials relevant to Native Americans found at Kansas State University are listed. Over 850 books, articles on microfiche, studies, documents, and publications arranged by subject categories are contained in this bibliography. The subject categories include antiquities, captives, culture, economic conditions, education, geographic location, government relations, history, Indians of North America, medicine, reference tools, religion, and tribes. The culture subject category includes literature pertaining to art, basketmaking, children's literature, costume and adornment, general references to culture, dances, dwellings, folklore, food, implements and weapons, language, literature, music, pictorial works, pottery, and social life and customs. Accompanying each title entry is the call number as assigned by the Library of Congress, and an author index is provided. (NQ)

ED 071 838 RC 006 745

Royal Commission Brief on Education, Public Services and Provincial - Municipal Relations.
Union of Nova Scotia Indians, Sydney.

Pub Date 8 Oct 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Failure, American History, *American Indians, Board of Education Role, Culture Conflict, *Educational Improve-

ment, *Educational Needs, Governmental Structure, *Government Role, *Legal Responsibility, Nursery Schools, Rural Education, School Environment

Identifiers—*MicMac, Nova Scotia

The unique position of the MicMac (American Indian) student in his efforts to cope with both the learning experiences from his MicMac background and those new experiences which are thrust upon him by non-Indian persons in either Federal or non-Federal schools is described. The study also outlines (1) the jurisdictional aspects of Indian education; (2) the organizational structure, as related to the Province; and (3) the philosophy of Indian education from both the non-Indian and the MicMac point of view. The material for this study has come from various sources, including parents, teachers, students, graduate studies in social work and education, and the official files of the Indian Affairs Branch of the Department of Northern Development and Indian Affairs. Recommendations covering the areas of early childhood education, communication, textbooks, retardation and failure, living conditions, medical examinations, testing of Indian students, experimental research, and drugs and alcohol are offered in the study. A statement on the origin, constitution, membership, officers, and purpose of the Union of Nova Scotia Indians is found in Appendix I, and a brief resume of the MicMac history is found in Appendix II. (FF)

ED 071 839 RC 006 750

Hoyt, Eugene G. And Others

Status of Education in Rural Virginia.

Rural Affairs Study Commission, Richmond, Va.

Pub Date 70

Note—41p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (\$3.00 paperback; \$0.95 microfilm)

Document Not Available from EDRS.

Descriptors—Community Colleges, Consolidated Schools, *Disadvantaged Youth, *Early Childhood Education, *Economic Factors, Educational Finance, Expenditure Per Student, *Higher Education, *Rural Schools, Teacher Education, Vocational Education

Identifiers—*Virginia

The primary use for the papers presented in this report is to provide ideas and information to the Rural Affairs Study Commission members. The 1st paper is an analysis of some factors caused by inadequate financing. It is noted that rural communities have smaller, less efficient schools; less well-prepared teachers; smaller salaries; fewer supervisors of instruction; fewer course offerings; and higher dropout rates. The 2nd paper describes early childhood education programs in Virginia. Major recommendations are that early childhood education programs be established through regional agencies; that the state aid formula include provision for early childhood education programs; that state aid be provided for comprehensive school health services; and that day care programs be coordinated with kindergarten and elementary school programs. The 3rd paper describes higher education needs. Recommendations in this area include increased state financial support for higher education and the establishment of more comprehensive community colleges. (PS)

ED 071 840 RC 006 751

Belding, Nancy And Others

A Survey of the Literature Relevant to Spanish-Surname Rural Youth in the Southwestern States. Final Report of Phase 1.

North Star Research and Development Inst., Minneapolis, Minn.

Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Report No—DOL-41-2-002-27

Pub Date 10 May 72

Note—73p.

Available from—U.S. Department of Commerce, National Technical Information Service, Springfield, Virginia 22151 (\$3.00 paperback; \$0.95 microfilm)

Document Not Available from EDRS.

Descriptors—Bilingual Education, Career Opportunities, Cultural Environment, Economic Factors, *Educational Programs, *Mexican Americans, Migration Patterns, *Population Trends, Rural Urban Differences, *Rural Youth, Social Environment, *Spanish American Literature

Identifiers—*Southwest

The objective of this study is to optimize the benefits of youth projects for Spanish surname rural youth in the Southwest. A search of the literature published between 1965 and 1970 which is relevant to the problems of Spanish-surname rural youth in the Southwest is included. The survey population consists of Spanish-surname youth living in rural areas of the Southwest in 1963-68. The changing environment of these youth is described in terms of population trends, mobility, social and cultural environment, economic environment, and outmigration. The educational system of the rural Southwest, job opportunities, and the characteristics of the rural Spanish-surname youth are also described. Major recommendations for revisions in the rural educational system include improved teacher preparation, the use of Spanish literature, smaller student-teacher ratios, expanded counseling services, more community involvement, and additional social services. (PS)

ED 071 841 RC 006 755

Weisgerber, Robert A. And Others

Exploration of the Generality of Self-Image Materials Across Ethnic Groups. Final Report, 1972.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Field Initiated Studies.

Bureau No—BR-21-010

Pub Date 15 Nov 72

Contract—OEC-9-72-0031(057)

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, Anglo Americans, *Ethnic Groups, *Films, Grade 6, *Instructional Materials, Minority Groups, Negroes, Psychological Studies, *Self Concept

The possibilities of using film to influence the positive self-image of the American Indian child and of gaining new insights into the applicability of film materials developed for one ethnic group to children of other ethnic groups were explored. Data were collected on 104 6th grade students from 3 schools on the Pine Ridge Indian Reservation in South Dakota. Three semantic differential instruments and 2 newly developed instruments to measure self-image were used. Factors were extracted until approximately 50% of the variance of the items in each set was accounted for. Computer plots of the relationship between factor scores and self-image levels were presented. Results for the semantic differential instruments were tabulated. The results suggested that Indian students' ratings of self were more self-critical following exposure to the educational experience and that the educational experience had grossly similar effects across ethnic lines. Major recommendations included that subsequent studies should focus on how materials affect children at a particular self-image level within a given ethnic group, that materials prepared for one ethnic group not be used for other ethnic groups, that materials not be assumed to have the same impact for all students in that ethnic group, and that a given educational experience be viewed as an initial activity. A related document is ED 044 026. (PS)

SE

ED 071 842 SE 014 424

Stegner, Robert W. Arnsdorf, Val E.

A Conceptual Scheme for Population-Environment Studies. Experimental Edition.

Delaware Univ., Newark. Population Curriculum Study.

Pub Date 72

Note—86p.

Available from—Population Curriculum Study, 205 Willard Hall, University of Delaware, Newark, Delaware 19711 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Concept Formation, *Conceptual Schemes, *Curriculum Guides, Demography, *Environmental Education, Health Education, Instructional Materials, *Population Education

This K-12 comprehensive conceptual scheme for population-environment education was developed by the Population Curriculum Study to be utilized as a framework in which existing courses of study can continue to be used and in which

new materials can be adopted. Its primary value is that it can serve as an inventory of concepts and teaching materials and as a pattern in which faculty interrelationships can be identified. The scheme has been organized in two parts, first a general development, and then a more detailed expansion to facilitate the assignment of responsibility for concept attainment among the teachers. Concepts for which lesson plans have been prepared, some of which are now in experimental use, are indicated by an asterisk. It is recommended that the scheme serve as a guide for a schoolwide effort; however, it could also serve as a syllabus for a discrete course in population-environment studies. The entire guide has been written in outline form. (See ED 065 432 for a related document.) (LK)

ED 071 843 SE 014 460
Skills Conversion Project, Chapter 8, Pollution Control. Final Report.

National Society of Professional Engineers, Washington, D.C.

Report No.—PB-209-281-08

Pub Date Mar 72

Note—222p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-08 MF-\$0.95 PC-\$6.75)

Document Not Available from EDRS.

Descriptors—Aerospace Industry, *Air Pollution Control, Career Change, Employment Potential, *Manpower Utilization, Professional Personnel, Reports, Skill Obsolescence, *Technical Occupations, *Thermal Environment, Transfer of Training, *Water Pollution Control

The Skills Conversion Project conducted by the National Society of Professional Engineers sought to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Fourteen study teams assessed the likelihood of future needs and utilization of technical professional manpower. Chapter 8, dealing with potentials in thermal, air, and water pollution control, contains reports by the Huntsville (Alabama), Los Angeles, and Seattle teams respectively. The three sections are independent studies, not only by subject matter, but also by region where the basic study was performed prior to any national extrapolation. Details of the studies, including data summaries, recommendations, references, and contacts are enumerated. Findings showed that the control of pollution can be solved by application of technology, and opportunities exist for nearly all technical disciplines, with conversion of aerospace/defense professionals possible. The modes of conversion are on-the-job, short course study, or the formal education process (sanitary engineering). Although job opportunities are available now to take care of pollution problems where requirements have been established, many more will open up when regulations covering all pollution are established. (BL)

ED 071 844 SE 014 461
Skills Conversion Project, Chapter 13, Solid Waste Management.

National Society of Professional Engineers, Washington, D.C.

Report No.—PB-209-281-13

Pub Date Mar 72

Note—65p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-13 MF-\$0.95 PC-\$4.50)

Document Not Available from EDRS.

Descriptors—Aerospace Industry, Career Change, *Employment Potential, Environmental Technicians, *Management, *Manpower Utilization, Professional Personnel, Reports, Skill Obsolescence, *Technical Occupations, Transfer of Training, *Waste Disposal

The Skills Conversion Project conducted by the National Society of Professional Engineers sought to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Fourteen study teams assessed the likelihood of future needs and utilization of technical professional manpower. Chapter 13 contains reports by research teams based in Huntsville, Alabama; Orange County, California; and Wichita, Kansas. During the period of Oc-

tober 1971 to February, 1972 they studied employment opportunities for engineering and scientific aerospace/defense professionals in the field of solid waste management. To better reflect the differences of emphasis and regional differences, each team report constitutes a separate section of the chapter. Details of the studies, including data summaries, recommendations, references, and contacts are enumerated. Although widespread needs for the kind of skills and disciplines possessed by aerospace/defense professionals were discovered, it was found that employment opportunities are limited pending the establishment of firm uniform standards. Companies are reluctant to make large capital expenditures without such standards. (BL)

ED 071 845 SE 014 467
Skills Conversion Project, Chapter 4, Health Care and Health Services Industry.

National Society of Professional Engineers, Washington, D.C.

Report No.—PB-209-281-04

Pub Date Mar 72

Note—201p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-04 MF-\$0.95 PC-\$6.75)

Document Not Available from EDRS.

Descriptors—Aerospace Industry, Career Change, Employment Potential, *Health Occupations, *Health Services, *Manpower Utilization, *Paramedical Occupations, Professional Personnel, Reports, Skill Obsolescence, *Technical Occupations, Transfer of Training

The Skills Conversion Project conducted by the National Society of Professional Engineers sought to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Fourteen study teams assessed the likelihood of future needs and utilization of technical professional manpower. In Chapter 4, health care and health service industries were studied in the Los Angeles area. Details of the study, including data summaries, references, and contacts are enumerated. Projecting to a nationwide scale, the team estimated current openings in positions suitable for transfer to be less than 1,000 each for engineers and scientists, predominantly in hospitals, manufacturers of pharmaceuticals and instruments, and government health departments. Findings indicated that to transfer any appreciable number of aerospace/defense technical professionals, the health care industry must be stimulated, both to increase significantly the number of openings and to enhance the probability of hiring aerospace/defense professionals rather than competing applicants. Stimuli to be applied include limited financing, retraining, regulation and legislation, and modification of public attitudes. Hospitals, laboratories, health maintenance organizations, and other industry components appear to be acceptable places for employment. (BL)

ED 071 846 SE 014 468
Skills Conversion Project, Chapter 12, Leisure Industries.

National Society of Professional Engineers, Washington, D.C.

Report No.—PB-209-281-12

Pub Date Mar 72

Note—64p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-209-281-12 MF-\$0.95 PC-\$4.50)

Document Not Available from EDRS.

Descriptors—Aerospace Industry, Career Change, *Employment Potential, *Leisure Time, *Manpower Utilization, Professional Personnel, *Recreational Activities, Reports, Skill Obsolescence, *Technical Occupations, Transfer of Training

The Skills Conversion Project conducted by the National Society of Professional Engineers sought to study the transition mechanisms required to transfer available technical manpower from aerospace and defense industries into other areas of employment in private industry and public service. Fourteen study teams assessed the likelihood of future needs and utilization of technical professional manpower. Chapter 12 reports a broad survey of industries related to leisure time activities as conducted by the Seattle and Cape Kennedy teams. Areas reviewed in-

cluded parks, recreational areas, amusements, clothing, pleasure boats, sporting goods, mobile homes, trailers, recreational vehicles, photographic products, camping products, etc. Details of the studies, including data summaries, recommendations, references, and contacts are enumerated. Findings show the industry is typified by small companies exploiting unique products and services, with marketing as the dominant function. Some engineers are in evidence, but they serve as management and make relatively few engineering contributions as such. Land development for recreational purposes is growing, employing civil and sanitary engineers. Other needs will be satisfied largely by engineers already in government and consulting organizations. Therefore, leisure-oriented activities offer little potential to absorb engineers, scientists, and technicians. (BL)

ED 071 847 SE 014 623
Piquet, Bob J.

A Study of High School Graduates Who Indicated Biology as Their Educational Aspirations.

Pub Date 71

Note—76p.; Ed.D. Dissertation, Oklahoma State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-21,972 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, *Career Choice, *College Majors, Doctoral Theses, Educational Research, *Followup Studies, Graduate Surveys, *High School Graduates, Surveys

Identifiers—Research Reports

A descriptive study for the state of Oklahoma was conducted to follow up the career choices of those high school students who had earlier responded with biology careers as their educational aspiration. A questionnaire was sent to these students. Over 70 percent of the respondents in higher education had changed their majors. More changed to medical technology and sociology than to any other curricula. Mathematics and English were the least liked high school subjects. Sixty percent of the academically superior students entering the biology curriculum dropped out or transferred. Vocational guidance appeared to have very little influence in deciding a future career. Several other results are reported. (Author/PS)

ED 071 848 SE 014 639
Kaufman, Barry A.

An Analysis of Three Elementary Science Programs in the Design of a Competency-Based Pre-Service Elementary Science Education Program.

Pub Date 72

Note—185p.; Ed.D. Dissertation, University of Massachusetts

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-22,030 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Research, Doctoral Theses, Educational Research, *Elementary School Teachers, *Performance Based Teacher Education, *Preservice Education, Science Curriculum, *Science Education, Teacher Characteristics, Teacher Education, Teacher Improvement

Identifiers—Research Reports

An attempt was made to examine three of the existing science curriculum materials for elementary schools and establish the necessary competencies of teachers who can teach them, using the 1970 guidelines proposed by the American Association for the Advancement of Science for pre-service preparation in science for elementary school teachers. The five guidelines were selected as parameters for education: Scientific Inquiry, Attitudes Toward Science, Processes of Science, Scientific Knowledge, and Continuous Learning. Three curriculum projects (Science Curriculum Improvement Study, Elementary Science Study, and Science - A Process Approach) were analyzed for competencies needed. The competencies were arranged in learning hierarchies. Ten instructional modules were prepared to achieve the competencies. The modules were evaluated by pre- and in-service teachers. (Author/PS)

ED 071 849

SE 015 006

Champlin, Robert Francis

The Development and Field Testing of an Instrument to Assess Student Beliefs About and Attitudes Toward Science and Scientists.

Pub Date 70

Note—176p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7417 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Attitudes, *Attitude Tests, *Beliefs, Doctoral Theses, Educational Research, Psychological Testing, *Scientific Attitudes, Student Characteristics, *Test Construction, *Tests

Identifiers—Research Reports

There were two major goals of this research project. Part A involved the development of an instrument entitled Beliefs and Attitudes Toward Science and Scientists (BATSS). Part B was focused on the field testing of this instrument. A unique approach was taken for the development of this instrument. An item pool consisting of multiple-choice belief items and counterpart evaluative items was developed. The attitude score was decided on the basis of answers on both of these scales. On the belief scale, the respondent indicated his belief, while on the evaluative items he indicated how it should be ideally. The item pool was submitted to a panel of judges who determined pairs of belief and evaluative items. The data were collected for establishing content validity, reliability, and factor analysis. Test re-test reliability coefficients for the belief scale and attitude scales respectively were 0.86 and 0.57. Part B, which concentrated on field testing the instrument, indicated that student attitude and belief scores were primarily based on student aptitude, while school setting was of secondary importance. The negative correlations found between attitude and belief scores indicated that accurate understanding of science and sciences was not prerequisite to having a favorable attitude toward science and scientists. (Author/PS)

ED 071 850

SE 015 011

Hecht, Alfred Roland

A Semantic Differential Evaluation of Attitudinal Outcomes of Introductory Physical Science.

Pub Date 70

Note—123p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-5123 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Curriculum Research, Doctoral Theses, Educational Research, *Physical Sciences, *Science Course Improvement Project, Secondary Grades, *Secondary School Science, *Student Attitudes

Identifiers—Introductory Physical Science, *Research Reports

This study was designed to assess the attitudinal outcomes of Introductory Physical Science (IPS) curriculum materials used in schools. Random samples of 240 students receiving IPS instruction and 240 non-science students were assigned to separate Solomon four-group designs with non-equivalent control groups. Random samples of 60 traditional physical science and 60 non-science students comprised a static-group comparison design to test attitudinal outcomes of a traditional course. Student attitudes were measured by a semantic differential instrument with six concepts (scientists, science, research done by scientists, high school science teachers, high school science courses and experiments done in high school) evaluated in terms of 16 bi-polar, seven-interval, adjective scales. Analysis of semantic differential data indicated that no significant increases were demonstrated in IPS student attitudes as compared with non-science student's attitudes over a school year and a calendar year. Four instances of sex-related attitudes were reported. (Author/PS)

ED 071 851

SE 015 013

Moody, John Charles

The Effects of Linear and Modified Linear Programmed Materials on the Achievement of Slow Learners in Tenth Grade BSCS Special Materials Biology.

Pub Date 70

Note—310p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48103 (Order No. 70-26,602 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Biology, Curriculum, Doctoral Theses, Educational Research, *Instruction, *Programmed Materials, *Science Course Improvement Project, Secondary School Science, *Slow Learners

Identifiers—Biological Sciences Curriculum Study, Research Reports

Assessed were the effects of linear and modified linear programed materials on the achievement of slow learners in tenth grade Biological Sciences Curriculum Study (BSCS) Special Materials biology. Two hundred and six students were randomly placed into four programed materials formats: linear programed materials, modified linear program with remedial terminology branches, modified linear program with relationship remedial branches, or modified linear program with both terminology and relationship remedial branches. Units I and II of the BSCS Special Materials were used during the study. Pretest scores on Units I and II were related for all four groups to determine initial differences. The conclusions drawn from the analysis indicated that the modified linear formats terminology and terminology/relationship were the most effective formats in terms of achievement when considering both units. Modified linear format was the most effective when considering the sex of the student and the sub-test scores of Unit II. (Author/PS)

ED 071 852

SE 015 014

Neie, Van ElRoy

An Investigation of the Relationship Between a Verbal Measure of Predictive Ability and Performance on Selected Process Tasks by Prospective Elementary School Teachers.

Pub Date 70

Note—82p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7078 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—Ability, *Discovery Processes, Doctoral Theses, *Educational Research, *Predictive Ability (Testing), *Science Education, *Science Teachers

Identifiers—Research Reports

This research was designed to investigate the relationship between a verbal measure of predictive ability and performance on selected science process tasks by prospective elementary school teachers. The vehicle utilized for assessing the comprehension ability was the cloze procedure, with the cloze score being considered as verbal predictive ability. Forty-two prospective elementary school teachers in a science methods course were given 24 tasks from the "Predicting" hierarchy of the AAS Process Instrument. The directions for each task were presented in printed form with every fifth word deleted. Subjects were asked to replace the missing words. The scores on this task were correlated with the total process task score, with scores on a standardized verbal ability test, and with a science vocabulary test. A second presentation with the non-deleted version of the task directions was made at the conclusion of each task in deleted version. The hypothesis that verbal predictive ability is a relevant ability for all tasks could not be supported. The results indicated that performance by the subjects on selected science process tasks was dependent upon an ability related to a general ability, but not dependent upon the possession of an extensive science vocabulary. (Author/PS)

ED 071 853

SE 015 042

Williams, Billy James

General Biology as an Area of Instruction in the Junior Colleges of Alabama.

Pub Date 71

Note—159p.; Ed.D. Dissertation, Auburn University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-9045 M-\$4.00 X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Biology, *College Science, Doctoral Theses, *Educational Research, Higher Education, *Instructional Programs, *Junior

Colleges, Science Education, State Surveys, Statistical Surveys

Identifiers—Alabama, Research Reports

The purpose of this study was to determine the status of the general biology course as an area of instruction in the junior colleges of Alabama. Three frames of reference with regard to personnel, facilities, and curriculum were used in the study. The data were collected by reviewing the literature available on the topic and a questionnaire completed by the instructors of the introductory biology courses in two-year colleges in the state. Findings of the study revealed that the instructors were reasonably well prepared. They were carrying excessive teaching loads in most instances. The students of the colleges investigated seemed to possess unrealistic academic goals. According to state recommended standards, at least one third of the biology laboratories were operated under crowded conditions. Several laboratories had basic equipment deficiencies. Most libraries were lacking in professional journals. The instructors had no consensus of what should constitute an appropriate program of study for a general biology course in the junior college. (Author/PS)

ED 071 854

SE 015 170

Theses and Dissertations in the Holdings of the Army Library, Third Revised Edition.

Army Library, Washington, D.C.

Report No—AL-Spec-Bib-20

Pub Date May 66

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, Doctoral Theses, Indexes (Locators), *Library Materials, *Masters Theses, *Military Organizations, *Military Science, Research, Resource Materials, Social Sciences

This is the third compilation of theses and dissertations in the holdings of the Army Library. These theses and dissertations were prepared under the program supervised by the Office of the Assistant Chief of Staff for Force Development. The Army Library serves as the recipient of these papers, copies of which are submitted by students participating in the program. This enlarged edition contains 836 items which are presented under the following headings: (1) Military Arts and Science, (2) Social Sciences, (3) Science and Technology, (4) Earth Sciences, (5) Psychology and Its Various Aspects, and (6) Humanities. (PD)

ED 071 855

SE 015 174

Man and Environment, Study Guide, Volume One.

Miami-Dade Junior Coll., Fla.

Pub Date 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ecology, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Post Secondary Education, Social Sciences, *Study Guides, *Telecourses, *Units of Study (Subject Fields)

Identifiers—Florida, Miami Dade Junior College

Subject information, course instructions, and resource materials for a television course, "Man and Environment," are compiled in this student study guide. The interdisciplinary, modular course emphasizes the importance of such concerns as destruction of the environment and the declining quality of life while educating the public about the life-threatening problems that exist in both our physical and cultural environments. Solution of environmental problems, individually and collectively, is encouraged. The guide attempts to coordinate material from the basic textbook and TV documentaries used in the course. Fifteen modules which constitute the course are titled: environmental imperatives; nature of man; value systems—ecological imperatives; concepts of change; earth as an energy system; conservation of vital resources; population dynamics; urbanization—the living community; air pollution; water—supply, demand and pollution; scenic pollution; food and drug pollution; sound pollution; individual involvement; and responsibility to future generations. Each unit of study emphasizes seven points: (1) an overview of the module, (2) main ideas contained in the unit, (3) key terms, (4) things to look for in the text and TV documentary, (5) guiding questions to review the material and provide thought-provoking exercises, (6) involvement activities,

and (7) an annotated bibliography/additional reading list. Related documents are ED 056 930 and SE 015 175. (BL)

ED 071 856 SE 015 175
Alternatives for Man and Environment, Revised Curriculum.

Miami-Dade Junior Coll., Fla.
Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.
Pub Date 72
Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, Curriculum Development, *Curriculum Guides, Ecology, *Environmental Education, Environmental Influences, *Interdisciplinary Approach, *Post Secondary Education, Social Sciences, *Units of Study (Subject Fields)

Identifiers—Florida, Miami Dade Junior College
A one-year general education course entitled "Man and Environment" has been developed at Miami-Dade Junior College, Florida. Basic framework for the course was built on the premise that an interdisciplinary, module-structured course represents one of the better approaches to planning environmental education curriculum. Material for the course may be found in "Man and Environment, Revised Curriculum", ED 056 930. Utilizing the modular form and topical areas of Man and Environment, this booklet, however, presents variations, or alternatives, for the modules. Twenty topical areas are covered: ecological imperatives; value systems—Ecological priorities; belief systems; the myths of technology; earth as an energy system; conservation of vital resources; population dynamics; urbanization: the living community; urban environment; water—supply, demand and pollution; air pollution; food and drug pollution; sound pollution; scenic pollution; wildlife and man; soil and man; intergroup tensions; impact of political systems; impact of economic systems; and media and the environment. Each section offers one to five alternatives, outlining an overview of the module, concepts to be developed, student objectives (learning activities), and a list of resource materials. Where appropriate, a chart is constructed indicating each concept, strategy for developing it, and suitable evaluation procedure. A bibliography is included. (BL)

ED 071 857 SE 015 240

Shoecraft, Paul Joseph

The Effects of Provisions for Imagery Through Materials and Drawings on Translating Algebra Word Problems, Grades Seven and Nine.

Pub Date 71
Note—255p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4976, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Algebra, Doctoral Theses, Grade 7, Grade 9, *Instructional Materials, Manipulative Materials, Mathematics Education, *Mathematics Instruction, *Problem Solving, *Secondary School Mathematics, Teaching Techniques, Visual Aids

Three instructional approaches on translating selected types of algebra word problems were investigated: direct translations, high imagery with materials, and high imagery with drawings. Participating were 366 seventh grade and 336 ninth grade students. Treatment effects by grade used multivariate analysis of covariance for student scores and one-way analysis of variance of scores classified by achievement level. Results showed that except for low achievers who seemed to derive particular benefit from representing problems with materials, students taught to translate directly performed comparably to those experiencing material referents and superior to those experiencing pictorial referents. (Author/DT)

ED 071 858 SE 015 241

McClure, Clair Wylie

Effectiveness of Mathematics Laboratories for Eighth Graders.

Pub Date 71
Note—146p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4565, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Achievement, *Activity Learning, Doctoral Theses, *Grade 8, *Laboratories, *Mathematics Education, *Secondary School Mathematics, Teaching Methods

The purpose of this study was to determine whether the use of mathematics laboratories at the eighth grade level results in greater mathematics achievement and whether students prefer mathematics laboratories to other methods of presentation. Six classes totalling 146 eighth grade students were assigned a pre-lab approach, a post-lab approach, or a standard approach with no laboratory experiments. Assignments were rotated during three six-week periods. Teacher-made pretests and posttests and IQ scores were used in the analysis of data. Student questionnaires were used to ascertain interest in the laboratory method. Results showed that in general, high ability students preferred some type of laboratory experiences and used them to improve their understanding of mathematics concepts. About two-thirds of all the students felt that laboratory experiments were helpful. (Author/DT)

ED 071 859 SE 015 243

Wheeler, Larry Eugene

The Relationship of Multiple Embodiments of the Regrouping Concept to Children's Performance in Solving Multi-Digit Addition and Subtraction Examples.

Pub Date 71
Note—151p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6737, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Activity Learning, Addition, Doctoral Theses, *Elementary School Mathematics, *Grade 2, Learning Theories, Manipulative Materials, Mathematics Education, *Mathematics Instruction, Subtraction, Teaching Methods

The purpose of this study was to analyze the relationship of a child's performance in solving addition and subtraction problems using concrete embodiments compared to his performance using the symbolic mode. A random sample of 144 second grade children were tested. It was found that children proficient in regrouping addition and subtraction examples on three or four embodiments scored significantly higher on the written tests than children not proficient in using concrete materials, and significant correlations were found between the number of embodiments children were able to regroup and their performances. (Author/DT)

ED 071 860 SE 015 246

Chandler, Arnold Marvin

The Effect of Mathematics Curriculum Materials on the Perceived Behavior of Urban Junior High School Teachers of Low Achievers.

Pub Date 71
Note—225p.; Ph.D. Dissertation, The University of Wisconsin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-403, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Research, Doctoral Theses, Junior High School Students, *Low Achievers, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Secondary School Mathematics

This study was designed to assess changes in low achievers' perceptions of classroom climate and junior high teachers' opinions of their teaching practices as a result of introducing a new set of mathematics curriculum materials. Nineteen teachers with two classes each participated. One class of each teacher used the new curriculum materials, Experiences in Mathematical Ideas (EMI), and the other class received the regular mathematics program for a period of six weeks. The Learning Environment Inventory for students and the Teacher Opinion of Practices Inventory were used as measurement instruments. Results showed that the students felt the EMI materials resulted in less confusion in class activities and goals, and the EMI materials did not change the opinions teachers had of their teaching practices. (Author/DT)

ED 071 861

Dittmer, Karen Ann

Guidelines for Developing a Mathematics Laboratory.

Pub Date 71
Note—256p.; Ph.D. Dissertation, University of Alabama

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-8425, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Instructional Technology, *Laboratories, *Mathematics Education, Mathematics Instruction, Planning (Facilities), Program Development, *Secondary School Mathematics, Surveys, Teaching Methods

The purpose of this study was to determine the current status of mathematics laboratories in secondary schools and to formulate guidelines for their further development. Based on questionnaires returned by 137 teachers and 51 state supervisors, the findings were organized into eight areas: teacher preparation, profile of the laboratory situation, initiating a laboratory, student activities, operating procedures, financial support, equipment and materials, and student evaluation. Included among the findings were that: preservice preparation of teachers did not include math laboratory activities; the mathematics laboratory was used most frequently at the seventh through tenth grade levels; the laboratory seemed most effective for the low achiever; the major source of financial support was the local school board; and computer time was generally not available. (Author/DT)

ED 071 862 SE 015 259

Stern, Alfred M.

Intraclass Grouping of Low Achievers in Mathematics in the Third and Fourth Grades.

Pub Date 71
Note—100p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,900, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Doctoral Theses, *Elementary School Mathematics, Grade 3, Grade 4, *Grouping (Instructional Purposes), *Low Achievers, Mathematics Education, *Mathematics Instruction, Student Attitudes

The purpose of this study was to compare achievement and attitude of low achieving students grouped for instruction and provided with special texts (E-group), to those grouped but not using special materials (S-group), and to those who were neither grouped nor using the special texts (C-group). Chosen by their cumulative record and their performance on the Wide Range Achievement Test, 138 third graders and 170 fourth graders participated in the six-month study. A pretest and posttest battery consisting of an attitude questionnaire, the California Arithmetic Test, and an experimenter-developed test were used. Results showed that the scores seemed to favor the E-group over the S-group and the S-group over the C-group for both attitude and total mathematical achievement, but only the fourth grade attitude showed statistical significance. (Author/DT)

ED 071 863 SE 015 264

Kratzer, Richard Oren

A Comparison of Initially Teaching Division Employing the Distributive and Greenwood Algorithm with the Aid of a Manipulative Material.

Pub Date 71
Note—149p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-11,464, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—*Algorithms, *Division, Doctoral Theses, *Elementary School Mathematics, *Grade 4, Manipulative Materials, Mathematics Education, *Mathematics Instruction, Teaching Techniques

The purpose of this study was to compare the repeated subtraction method of long division of a partitioning distributive method, both taught by recording manipulation of popsicle sticks. Two

instructional units were prepared. Twelve fourth grade classes were used, with six being taught one approach and six using the other. Tests consisting of division examples and of verbal problems were given immediately at the completion of instruction and then repeated four weeks later. Analysis of covariance was used. Results showed no significant difference between methods on achievement of familiar problems, but a significant difference between methods on unfamiliar problems favoring the distributive method group. (Author/DT)

ED 071 864 SE 015 266

Nichols, Edith June

A Comparison of Two Methods of Instruction in Multiplication and Division for Third-Grade Pupils.

Pub Date 71

Note—126p.; Ed.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,636, M-\$4.00, X-\$10.00)

Document Not Available from EDRS.

Descriptors—Discovery Learning, *Division, Doctoral Theses, *Elementary School Mathematics, Grade 3, Manipulative Materials, Mathematics Education, *Mathematics Instruction, *Multiplication, Teaching Methods

The purpose of this study was to compare instruction in multiplication and division by means of manipulative materials and pupil discovery to instruction using abstract and semi-concrete materials combined with teacher explanation and exposition. The effect of the two methods on pupils' attitude and achievement also was compared. Ten classrooms with a total of 267 third grade pupils were assigned treatment groups by lots. A pretest was given, 15 instruction sessions followed, then immediate and delayed posttests were given. Analysis of covariance was used, and results showed significant differences favoring students taught by pupil discovery with manipulative materials for both arithmetic understanding and favorable attitudes. (Author/DT)

ED 071 865 SE 015 324

Eber, Ronald

Handbook for Ecology Action.

Sierra Club, San Francisco, Calif.

Pub Date Feb 72

Note—56p.

Available from—Sierra Club, 1050 Mills Tower, San Francisco, California 94104

Document Not Available from EDRS.

Descriptors—*Activism, *Ecology, *Groups, *Guides, *Organization, Perception, Program Development, Social Action

This handbook has been compiled to aid concerned individuals and ecology groups more adequately define their goals, initiate good programs, and take effective action. It examines the ways a group of working individuals can become involved in action programs for ecological change. Part 1 deals with organization, preliminary organizing, structuring, conflict resolution, funding, publicity, and central office location. Part 2 is concerned with action. This involves attitudes to develop in line with their direction of efforts, developing public awareness, criteria for choosing a project, areas of involvement, getting the message across, political action, and legal action. Information supplied in the appendix provides a sample constitution, an action-oriented bibliography, and resource lists of information sources for environmental education, endangered species of wildlife, biocides, and air, water, and noise pollution. Although the booklet is based primarily on college campus experiences, it may be useful for all types of ecology action groups. (BL)

ED 071 866 SE 015 325

Healy, Mary K. Root, Phyllis

A Beginning.

Pub Date 72

Note—46p.; Prepared for the Sierra Club Conference on Education for Environmental Awareness

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Ecology, Elementary Grades, Environmental Education, Learning Activities, *Perception, Reference Materials, *Resource Guides, Secondary Grades

Selected for their focus on man, acting to know, preserve and improve his environment, the items noted in this booklet furnish a resource base for developing an environmental ethic. Introductory statements enumerate values, understandings, and realizations to be developed and sample activities that may be conducted or adapted for grades K-12. Resources, the major component, provides an annotated listing of films, filmstrips, printed material (books, pamphlets, charts, kits, newsletters and workbooks), periodicals, records, games, and organizations. Concluding the work are commitments one can make to practice conservation and help improve his environment. (BL)

ED 071 867 SE 015 350

Stapp, William B. Visse, Ellen Vande

Developing an Environmental Education Program, K-12.

Michigan Environmental Education Association.; Michigan Student Environmental Confederation, Lansing.

Pub Date Sep 72

Note—20p.

Available from—Michigan Student Environmental Confederation, 409 Seymour Avenue, Lansing, Michigan 48933 (\$0.50 plus \$0.25 handling)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Educational Strategies, Elementary Grades, *Environmental Education, Integrated Curriculum, Interdisciplinary Approach, *Program Development, Secondary Grades

Strategy for developing and implementing an environmental education program in grades K-12 is proposed in this booklet. Its goal is to help students become environmentally educated decision-makers; to understand the importance of relating ecological, economic, social, technological, and political information when working toward the solution of environmental problems. Nine steps in the sequential strategy are outlined and elaborated upon. These cover establishing an environmental education advisory committee, obtaining funds, hiring and formalizing responsibilities of a coordinator, defining program goals, setting up operational objectives, determining strategy for curriculum development and implementation, providing an inservice teacher education program, assisting schools in developing their school sites, and constructing measurement instruments to evaluate effectiveness of the program. Since the strategy is designed to be integrated into the existing curriculum, the environmental encounter and school site development approach are emphasized. Two encounters are exemplified as well as numerous goals and subgoals for developing appropriate attitudes and skills. This is to encourage the student to be knowledgeable concerning the bio-physical environment and associated problems, aware of how and skilled in helping to solve these problems, and motivated to work toward their solution. (BL)

ED 071 868 SE 015 351

Total Environment Education: An Open Design to Real Life Learning Experiences.

Indiana State Dept. of Public Instruction, Indianapolis.

Pub Date 72

Note—122p.; Pilot copy for testing effectiveness, format and approach. Official publication will follow the edit of this design

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, *Curriculum Guides, Elementary Grades, *Environment, *Environmental Education, *Fundamental Concepts, Interdisciplinary Approach, *Learning Activities, Objectives, Secondary Grades

Six global objectives—energy, earth resources, waste disposal, population, interdependence, and quality of life—are used as a framework in preparing this open design for environmental education, one which emphasizes behavioral change in the affective domain. To aid classroom teachers in achieving these goals, the guide is divided into five sections. Part 1 deals with the role of the teacher in the classroom situation and covers teaching strategies which recognize environmental education as future oriented, problem focused, interdisciplinary, student initiated, and community centered. In Part 2 each global objective is restated with specific supporting instructional objectives. For each specific objective, the grade

level and subject areas into which it may be logically infused are suggested. Part 3 develops several model units for grades K-12 incorporating the instructional objectives, possible student activities, and teaching aids. Suggestions for implementation of an on-going environmental education program in terms of the responsibilities of the district are provided in Part 4. The final section gives names and addresses of agencies and individuals who can provide free and inexpensive materials to supplement the environmental education program. (BL)

ED 071 869 SE 015 353

Cate, Bill, Ed.

Directory of Environmental Consultants.

Pub Date 72

Note—46p.

Available from—Directory of Environmental Consultants, P. O. Box 8002, St. Louis, Missouri 63108 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Consultants, *Directories, *Environmental Influences, Human Resources, Indexes (Locators), *Interdisciplinary Approach, Professional Personnel, *Professional Services, Reference Materials

Over 400 inter-field professionals are named as environmental consultants in this 1972 annual directory. Primarily, they are faculty members at colleges and universities in Canada, Puerto Rico, and the United States who will provide free environmental consulting services to interested government, industry, and citizen organizations, but are not able to become full-time consultants. They are able to review prepared reports, collect small amounts of additional data, and suggest weaknesses in present programs. Consultants are listed in over 50 categories including agriculture, atmospheric science, ecology, economics, engineering, geology, health, land use planning, limnology, oceanography, sociology, toxicology, and waste water management. Each entry specifies the consultant's name, business address, telephone number, area of expertise, and a brief resume of his education, primary research, teaching or professional experience, and publications. Indexes classify professionals by name, country or state, and university affiliation. (BL)

ED 071 870 SE 015 453

Lowry, William C., Ed.

The Slow Learner in Mathematics. NCTM Yearbook 35.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 72

Note—528p.

Available from—National Council of Teachers of Mathematics, 1201 Sixteenth Street N. W., Washington, D. C. 20036 (\$8.50, \$7.50 for NCTM members)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, *Curriculum, *Instruction, Instructional Materials, Laboratory Procedures, *Mathematics Education, Objectives, *Slow Learners, Teacher Education, Teaching Methods

The first part of this yearbook treats the characteristics and needs of the slow learner, the research literature, behavioral objectives, and the creation of a favorable learning environment. The second part, meant to provide more specific help for the classroom teacher, deals with teaching techniques, multisensory aids and activities, mathematics laboratories, and diagnostic-prescriptive procedures. The third part covers classroom management and school administration, curriculum for slow learners, and program descriptions for in-service teacher education. Two appendices present activities, games, applications, and sample lessons that have been found to be effective with slow learners. (Author/DT)

ED 071 871 SE 015 457

Russell, David

Annual Newsletter 1971-72.

Maryland Association of Junior Colleges. Mathematics Div.

Pub Date Apr 72

Note—107p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*College Mathematics, Community Colleges, *Curriculum, Instruction, *Junior Colleges, *Mathematics Education, Newsletters, *Program Descriptions

The first part of this document is a collection of papers on projects sponsored by junior colleges (tutoring elementary school children, a high school mathematics competition, and a teacher in-service course on computers), a discussion of granting credit by exam, and information about committees for junior colleges. Part II contains descriptions of the mathematics curriculum of 10 junior and community colleges in Maryland. Course title, content, enrollment, transferability, text and non-textual materials, and innovative teaching methods are included for each school. Part III presents the Constitution of the Mathematics Division of the Maryland Association of Junior Colleges and related information. (DT)

ED 071 872 SE 015 474
An Analysis of Federal R & D Funding by Budget Function.

National Science Foundation, Washington, D.C.
Report No.—NSF-71-25
Pub Date Jul 71
Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Federal Aid, *Federal Programs, *Financial Support, *National Programs, *Research, Statistical Data

Identifiers—National Science Foundation

This report provides information on total Federal Research and Development (R and D) expenditures during the period of 1960-72. The report is divided into two parts. Part I gives an overall view of priorities funded by the Federal government. The total Federal R and D expenditures are arranged by functions. In addition, a brief statistical account is presented about the ratio of R and D expenditures to total outlays within each function during the period covered. Part II provides a detailed treatment of R and D expenditures, function by function. The sections are presented in descending order of total outlays for 1972. Under each major function, data are gathered for different subfunctions and their ratios to total outlays. The data for years previous to 1972 are compiled and presented according to subfunction. The arrangement of subfunctions under major function titles is in descending order based on 1972 funding. Important trends are noted and analyzed for each function. The tables are presented in the appendix for figures for each year during 1960-72 according to agency programs. (PS)

ED 071 873 SE 015 487
A Report on the State Conference on Environmental Education.

Tennessee State Dept. of Education, Nashville.
Pub Date 72
Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Educational Planning, *Environmental Education, Master Plans, State Agencies, *Statewide Planning

Identifiers—Tennessee

As one phase in the design of an overall plan for environmental education in Tennessee, a statewide conference was sponsored to give direction to environmental education in that state. The purpose of the conference was to bring together a broad spectrum of public and private agencies, councils, and organizations to exchange ideas and information about the quality of the environment and environmental education in Tennessee. Specifically, the participants sought to: (1) identify concerns about the environmental crisis, (2) explore existing endeavors and resources, (3) establish priorities, goals, and objectives for environmental education, and (4) suggest mechanisms for implementing a state plan for environmental education. Their recommendations are summarized under 14 categories: state plan, legislation, leadership, coordination, communication, teacher education, community education, information exchange, survey of resources, in-service education, curriculum development, evaluation, environmental centers, and other areas. This document, therefore, is a compilation of their pertinent, and often conflicting, comments and recommendations. As a report, it is not construed to be a master plan for environmental education. Rather, its contents are to be utilized in the final preparation of the state plan by a special task force. (BL)

ED 071 874 SE 015 500

Holton, Gerald And Others

Development of a Secondary School Physics Program: Harvard Project Physics. Volume 1, Text and Appendices. Final Report.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-5-1038

Pub Date 31 Oct 72

Grant—OEG-5-10-058

Note—380p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Research, Educational Research, Humanism, Instruction, *Physics, Physics Curriculum, Program Evaluation, *Science Course Improvement Project, Secondary Grades, *Secondary School Science Identifiers—Harvard Project Physics, Research Reports

Detailed descriptions about Project Physics are presented in this report covering the period from July 1, 1964 - August 15, 1970. The objectives of designing a humanistically-oriented course, attracting more senior-high students, and contributing to the advancement of knowledge of the factors influencing physics learning are discussed with a background of the project. Physicists, scientists, educators, historians of science, and school teachers and students were involved in the project in its trial period. Textbook units are analyzed by using flow charts of conceptual outlines. Also included are tests, reader articles, teacher resource books and briefing films, experimental equipment, film loops, sound films, transparencies, and programmed instruction materials. Evaluations were conducted to improve the course and obtain user information. Findings are analyzed on the subjects of methodology, teachers, students, and learning environments. Enrollments in Project Physics are estimated to increase from 20,000 in 1969-70 to 115,000 in 1971-72, and the total pattern of educational activities is influenced by the project. Original documents and lists of course materials are contained in the appendices, some of which are included in another volume (SE 015 501). A teacher-preparation plan is also provided. (CC)

ED 071 875 SE 015 501

Holton, Gerald And Others

Development of a Secondary School Physics Program: Harvard Project Physics. Volume 2, More Appendices. Final Report.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-5-1038

Pub Date [72]

Grant—OEG-5-10-058

Note—510p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, *Curriculum Evaluation, Curriculum Research, Physics, *Physics Curriculum, Program Evaluation, *Science Course Improvement Project, Secondary Grades, *Secondary School Science Identifiers—Harvard College Physics, Research Reports

As appendices to the final report on Project Physics (SE 015 500), this volume includes parts of the original documents concerning the project development. Articles published in the "Physics Teacher" are included in reprint form. Evaluation and research papers along with related materials issued in other publications are grouped into published articles, articles in press, papers, and theses; and research tests into tests on selected topics in physics, physics achievement test, learning environment inventory, academic interest measure, pupil activity inventory, semantic differential, personal opinion survey, and student questionnaire. Newsletters No. 1 through No. 10 are also provided. (CC)

ED 071 876 SE 015 503

Earle, Harold Fred

Student Attitudes Toward Geometry.

Pub Date 72

Note—138p.; Ph.D. Dissertation, University of Maryland

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Doctoral Theses, *Geometry, Grade 11, Mathematics Education, *Mathematics Instruction, Programmed Instruction, *Secondary School Mathematics, *Student Attitudes

The purpose of this study was to determine students' attitudes toward mathematics as a result of two instructional approaches in high school geometry. Seventy-five tenth and eleventh graders used a computerized-managed program; the control group included 75 students in a traditionally taught geometry course. Ideas and Preferences Inventory, Form 121B was used to measure students' attitudes. Findings showed that there were no significant differences in attitudes between students in the computer-assisted course and those in the traditional course. (Author/DT)

ED 071 877 SE 015 506

Environmental Thrust Handbook.

Department of Agriculture, Washington, D.C.

Pub Date Sep 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Community Involvement, Community Programs, Ecology, *Environment, Instructional Materials, *Projects, *Quality Control, Resources, Units of Study (Subject Fields)

This handbook was prepared as a tool to assist U. S. Department of Agriculture (USDA) employees coordinate their resources and efforts to help people improve their environment. Twenty-two projects are outlined as potential environmental thrusts at the community level. It is the role of USDA employees to encourage and assist, in every way possible, as each community develops its own environmental thrusts. Projects are titled: Safe Drinking Water, Sanitary Landfills, Trash and Junk Removal, Sewage Disposal for Farm Home and Rural Community, Animal Waste Disposal, Land Use Planning, Landscape Improvement, Protecting the Landscape, Pesticide Safety, Safeguard Food Quality, Reducing Environmental Degradation by the Marketing System, Disposal of Pesticide Wastes and Containers, Improving Recreational Resources, Improving Rural Housing, Noise Reduction, Controlling Ticks in Recreational Areas, Controlling Poison Ivy—Oak—Sumac, Controlling Aquatic Weeds, Brush Control, Controlling Poisonous Plants, Controlling Ragweed, and Controlling Yellow Jackets in the Western United States. Each project briefly covers the situation and problem, objectives, a possible work plan, criteria for evaluating effectiveness, and available resources, noting both government and non-government assistance available. Services of 17 agriculture-related agencies are reviewed at the end. (BL)

ED 071 878 SE 015 508

Briggs, John W.

Idaho Curriculum Guide in Mathematics K-12.

Idaho State Dept. of Education, Boise. Div. of Instruction.

Pub Date Sep 70

Note—331p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Behavioral Objectives, Curriculum, *Curriculum Guides, *Elementary School Mathematics, *Instruction, *Mathematics Education, Secondary School Mathematics, Teaching Techniques

The content of this guide has been organized under five major topics: number and operations; sets, functions, relations, systems, and logic; geometry; measurement and estimation; and selected topics. A scope and sequence chart is given for each of the topics for grades K-12. Behavioral objectives, teaching aids and suggestions are listed for each of the topics at every grade level from K-8. A list of 17 references on problem solving is included. (DT)

ED 071 879 SE 015 509

Sixth Grade Mathematics. A Needs Assessment Report.

Texas Education Agency, Austin. Div. of Program Planning and Needs Assessment.

Pub Date 72

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Performance, Educational Objectives, *Elementary School Mathematics, Grade 6, *Mathematics Education, *Objectives, *Student Evaluation, Student Testing, *Testing Programs

The Prescriptive Mathematics Inventory (PMI)—Level B and a Pupil Identification Form (PID) were administered to 22,055 sixth graders in Texas. Results from the PMI are reported in terms of the percentage of students marking the correct response for each of 209 objectives. Panels of mathematics teachers and of mathematics experts rated 40 of these objectives as "basic"; this report summarizes the basic objectives and gives the percentage of sixth graders mastering the objective as shown by the PMI. In addition, students' performance on each of the 209 objectives was analyzed on the basis of pupil characteristics obtained through the PID and according to the characteristics of the schools they attended. Results showed wide variations in achievement of objectives; for each objective, wide variations in performance were found among pupils of various ethnic groups, among students of schools serving communities of various sizes and types, and between pupils having high and low educational emphasis at home. Possible uses for this report are suggested. (Author/DT)

ED 071 880

SE 015 513

Higgins, Jon L., Ed.

Investigations in Mathematics Education: Expanded Abstracts and Critical Analyses of Recent Research. Volume 5, Number 4.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 72

Note—73p.

Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00 year, \$1.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Achievement, Attitudes, Content Analysis, *Evaluation, Instruction, *Learning, *Mathematics Education, Research, *Research Reviews (Publications), Teacher Education

An expanded abstract and a critical analysis for each of 17 research articles are given. Four of the articles are concerned with evaluating methods of instruction, seven deal with evaluation of achievement and attitudes, two present research in teacher education, and the remaining four articles investigate basic patterns of learning. (Editor/DT)

ED 071 881

SE 015 517

Disinger, John F., Comp.

A Directory of Projects and Programs in Environmental Education for Elementary and Secondary Schools. Environmental Education Information Reports.

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—530p.

Available from—Ohio State University, Center for Science and Mathematics Education, 248 Arps Hall, Columbus, Ohio 43210 (\$6.00 plus \$.25 handling)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Directories, *Elementary Schools, *Environmental Education, Program Descriptions, *Programs, *Projects, Reference Materials, *Secondary Schools

Identifiers—ERIC SMEAC

More than 200 projects and programs, representative of current environmental education projects and programs in the United States, are described in this directory. They cover the gamut of operation and orientation from financially well supported projects to "shoestring" operations conducted by one person in his spare time; from classical nature study to modern urban studies. Information accompanying each entry outlines the following: project title, director's name and address, headquarters location and facilities available, principal staff, project history, present commercial affiliations, project objectives, materials produced, materials available free of charge, materials for purchase, additional

materials being developed, project implementation, teacher preparation, project evaluation, summary of activities since 1969, and plans for the future. Entries are arranged alphabetically by state. Appended material includes: (1) a list of the names and addresses for those persons functioning as members of the Science, Mathematics, and Environmental Education Information Analysis Center's network of state education department coordinators for environmental education; and (2) a list of projects, recommended by the above coordinators, which did not respond to the survey questionnaire as of October 7, 1972. (BL)

ED 071 882

SE 015 519

Project Physics Reader 1, Concepts of Motion.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 67

Contract—OEC-5-10-058

Note—181p.; Preliminary Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Force, *Instructional Materials, Kinetics, *Motion, *Physics, *Secondary School Science, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 1, 21 articles are presented in this reader. Concepts of motion are discussed under headings: motion, motion in words, representation of movement, introducing vectors, Galileo's discussion of projectile motion, Newton's laws of dynamics, the dynamics of a golf club, report on Tait's lecture on force, and bad physics in athletic measurements. The remaining excerpts and book passages are related to the value of science, close reasoning, scientific method, problem-solving techniques, advice on planning a career in sciences, right size of animals, scientific revolution, effects of the rise of physics in the age of Galileo and Newton, fun in space, vision of our age, making of a scientist, and chart of the future. Also included are illustrations for explanation purposes. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 883

SE 015 520

Project Physics Tests 1, Concepts of Motion.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 67

Contract—OEC-5-10-058

Note—46p.; Preliminary Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Force, Kinetics, Measurement, *Motion, *Physics, Problem Sets, Secondary Grades, Secondary School Science, *Tests

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 1 are presented in this booklet, consisting of 70 multiple-choice and 20 problem-and-essay questions. Concepts of motion are examined with respect to velocities, acceleration, forces, vectors, Newton's laws, and circular motion. Suggestions are made for time consumption in answering some items. Besides directions and illustrations for explanation purposes, related physical constants and equations are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 884

SE 015 521

Project Physics Handbook 1, Concepts of Motion.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—73p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Experimental Teaching, Force, Instructional Materials, Kinetics, *Laboratory Experiments, *Motion, *Physics, Science Activities, Secondary Grades, Secondary School Science, Time

Identifiers—Harvard Project Physics

Thirteen experiments and 15 activities are presented in this unit handbook for student use. The experiment sections are concerned with naked-eye observation in astronomy, regularity and time, variations in data, uniform motion, gravitational acceleration, Galileo's experiments, Newton's laws, inertial and gravitational mass, trajectories, and circular motion. Suggestions for demonstrations, construction projects, and self-directed instructions are given in the activity sections to deal with aspects of stroboscopes, frictionless pucks, air resistance, time determination, falling weights, accelerometers, projectile motion, motion in a rotating reference frame, centripetal forces, and harmonograms. Methods of keeping records, using the Polaroid Camera, and physics readers are discussed in the introductory section. The four chapters in the handbook are designed to correspond to the text, with complete instructions in each experiment. Some experiments and activities are suggested in assignments, and the remaining are open to students' free selection. Illustrations and film loop notes for explanation purposes are included. Additional suggestions for activities, a guide for planet and eclipse observations, and the best time for viewing meteor showers are also provided as appendices. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 885

SE 015 522

Project Physics Text 1, Concepts of Motion.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—138p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Force, Instructional Materials, Kinetics, *Motion, *Physics, Secondary Grades, *Secondary School Science, Textbook Content, *Textbooks, Time

Identifiers—Harvard Project Physics

Fundamental concepts of motion are presented in this first unit of the Project Physics textbook. Descriptions of motion are made in connection with speeds, accelerations, and their graphical representation. Free-fall bodies are analyzed by using Aristotle's theory and Galileo's work. Dynamics aspects are discussed with a background of mass, force, vectors, laws of motion, equilibrium forces, weight, gravitation, and nature's basic forces. Further information is given in terms of the earth-moon trip, path of a projection, Galilean relativity, circular motion, centripetal acceleration, motion of earth satellites, and simple harmonic motion. Historical developments are stressed in explanation of concepts. A description of Fermi's work and tables of man's place in time and space are included in the prologue. Questions are given at the end of each section as well as at the end of the whole text. Besides illustrations for explanation use, brief answers to the questions are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 886

SE 015 523

Project Physics Teacher Guide 1, Concepts of Motion.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—384p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Curriculum, Force, *Instructional Materials, Kinetics, *Motion, *Physics, Secondary Grades, *Secondary School Science, *Teaching Guides

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 1 are presented in this manual to help teachers make effective use of learning materials. Curriculum objectives are discussed in connection with instructional materials, suggested year time schedules, multi-media schedules, schedule blocks, resource charts, and experiment summaries. Brief analyses are included for transparencies, reader units, programmed instruction, and 16mm films. Also included is information about the background and development of each text section, procedures and equipments used and an explanation of film loops. Solutions to the study guide are given in detail, and brief answers to test items are provided along with proportions of correctly answering test samples. The first unit of the text, with marginal notes, is also compiled in the manual. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 887 SE 015 524

Project Physics Reader 2, Motion in the Heavens.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—233p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Astronomy, Instructional Materials, *Motion, *Physics, Science Fiction, Science Materials, Secondary Grades, *Secondary School Science, *Space, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 2, specially selected articles are presented in this reader for student browsing. Eight excerpts are given under headings: the starry messenger, Newton and the principia, an appreciation of the earth, space the unconquerable, "Is there intelligent life beyond the earth?," the life story of a galaxy, expansion of the universe, and Dyson sphere. Seven book passages are included under the headings of the black cloud, roll call, a night at the observatory, Kepler's celestial music, universal gravitation, a table of stars within twenty-two light years that could have habitable planets, and three poetic fragments about astronomy. The remaining articles include a preface to the books of the revolutions, Kepler, Kepler on Mars, laws of motion and proposition one, garden of Epicurus, a search for life on earth at Kilometer resolution, the boy who redeemed his father's name, great comet of 1965, gravity experiments, unidentified flying objects, and negative mass. Illustrations for explanation purposes are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 888 SE 015 525

Project Physics Tests 2, Motion in the Heavens.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—26p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Astronomy, Evaluation, Instructional Materials, Multiple Choice Tests, Physical Sciences, *Physics, Secondary Grades, *Secondary School Science, *Testing

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 2 are presented in this booklet. Included are 70 multiple-choice and 22 problem-and-essay questions. Concepts of motion in the heavens are examined for planetary motions, heliocentric

theory, forces exerted on the planets, Kepler's laws, gravitational force, Galileo's work, satellite orbits, Jupiter's moons, Tycho's observations, stellar parallax, and historical descriptions in astronomy. Suggestions are made for time consumption in answering some items. Besides directions and illustrations for explanation purposes, related physical constants and equations are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 889 SE 015 526

Project Physics Handbook 2, Motion in the Heavens.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—81p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Astronomy, Instructional Materials, *Laboratory Experiments, Laboratory Manuals, *Physics, *Science Activities, Science Experiments, Secondary Grades, *Secondary School Science

Identifiers—Harvard Project Physics

Nine experiments and 17 activities are presented in this handbook. The experiments are related to the earth's size and orbit, Piton height, telescope operations, Mars and Mercury orbits, stepwise approximation, and models of comet orbits. Further naked-eye observations in astronomy are designed in connection with the sun, moon, and planet positions. The activities are concerned with sunspots, Foucault pendulum, three-dimensional orbits, satellite and comet orbits, Galileo's work, forces on a pendulum, angular measurements, analemma, epicycles, retrograde motions, armillary sphere, sidereal days, scale model of the solar system, and summary of physics learning in the Japanese haiku form. Self-directed instruction, demonstrations, and construction projects are stressed in these activities. The four chapters in the handbook are arranged to correspond to the text materials, with complete instructions in each experiment. Some experiments and activities are suggested for assignment, and the remaining are used at student discretion. Besides illustrations and film loop notes for explanation use, a table of planet longitudes, a guide for planet and eclipse observations, and a set of review problems are included. Additional suggestions for activities are given in the appendix. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 890 SE 015 527

Project Physics Text 2, Motion in the Heavens.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—146p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Astronomy, Instructional Materials, Physical Sciences, *Physics, Science Activities, *Scientific Concepts, Secondary Grades, Secondary School Science, *Textbooks

Identifiers—Harvard Project Physics

Astronomical fundamentals are presented in this unit of the Project Physics text for use by senior high students. The geocentric system of Ptolemy is discussed in connection with Greek concepts including Aristarchus' heliocentric hypothesis. Analyses are made of Copernicus' reexamination, leading to Tycho's observations and compromise system. A new universe is introduced by using Kepler's laws and Galileo's work. Terrestrial and celestial dynamics are synthesized by reviewing Newton's concepts about motions under central forces, inverse-square law, and earthly motions; and application of Newton's theories to heavenly events are discussed. The text unit is concluded by an ex-

planation of the making of theories. Historical developments are stressed to help students understand the way in which science influences man's activities. Also included in the unit are a chart of renowned people's life spans in the emerging Renaissance culture and tables of planets and their satellites. Problems with their answers are provided in two categories: study guide and end of section questions. Besides illustrations for explanation purposes, a glossary of general terms is given in the appendix. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 891 SE 015 528

Project Physics Teacher Guide 2, Motion in the Heavens.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—346p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Astronomy, Instructional Materials, *Multimedia Instruction, Physical Sciences, *Physics, Science Activities, Secondary Grades, *Secondary School Science, *Teaching Guides

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 2 are presented to help teachers make effective use of learning materials. The unit contents are discussed in connection with teaching aid perspectives, multi-media schedules, schedule blocks, and resource charts. Analyses are made for transparencies, 16mm films, and reader articles. Included is information about the background and development of each unit chapter, demonstration methods, apparatus operations, notes on the student handbook, and explanation of film loops. Additional articles deal with calendars, armillary sphere, epicycles, "chase problem," atmospheric refraction, relations in an ellipse, moon's irregular motion, initial and gravitational mass, G measuring, and "true" scale of sun, moon, and earth. A redesigned epicycle machine is analyzed, and a bibliography of reference texts and periodicals is given. Solutions to study guide problems in the text and review problems in the handbook are provided in detail along with suggested answers to test items. The second unit of the text, with marginal notes on each section, is also compiled in this guide. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 892 SE 015 529

Project Physics Reader 3, The Triumph of Mechanics.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—261p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Energy, Heat, *Instructional Materials, Kinetic Molecular Theory, *Kinetics, *Physics, Science Materials, Secondary Grades, Secondary School Science, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 3, a collection of articles is presented in this reader for student browsing. Four excerpts are given under the following headings: On the kinetic theory of gases, Maxwell's Demon, Introduction to Waves, and Scientific Cranks. Five articles are included in terms of energy, barometers, randomness, fiddle family, and seven fallacies in science. The ten remaining book passages are related to silence production, steam engines, molecular theory of gases, disorder phenomena, statistical laws, arrow of time, James Clerk Maxwell's discoveries, wave concept, wave motion in acoustics, and musical instruments and scales. Il-

illustrations for explanation purposes are also provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 893 SE 015 530
Project Physics Tests 3, The Triumph of Mechanics.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—24p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Heat, Instructional Materials, Kinetic Molecular Theory, *Kinetics, *Physics, Secondary Grades, *Secondary School Science, *Testing, Thermodynamics

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 3 are presented in this booklet. Included are 70 multiple-choice and 20 problem-and-essay questions. Concepts of mechanics are examined on energy, momentum, kinetic theory of gases, pulse analyses, "heat death," water waves, power, conservation laws, normal distribution, thermodynamic laws, and wave reflection, refraction, interference, and diffraction. Suggestions are made for time consumption in answering some items. Besides directions and illustrations for explanation purposes, related physical constants, units, and equations are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 894 SE 015 531
Project Physics Handbook 3, The Triumph of Mechanics.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—125p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Energy, Instructional Materials, Kinetic Molecular Theory, Laboratory Experiments, *Laboratory Manuals, *Physics, Science Activities, *Science Experiments, Secondary Grades, *Secondary School Science

Identifiers—Harvard Project Physics

Ten experiments and 27 activities are presented in this handbook. The experiments are related to collisions, energy conservation, speed measurements, thermometry, calorimetry, gas properties, wave motions, and acoustic problems. The activities are concerned with stroboscopic photographs in collision, elastic impact, mass conservation, exchange of momentum, Heron's engine, gravitational acceleration, energy in a pendulum, Crooke's radiometer, mechanical equivalent of heat, gas theories, speed distribution, rockets, perpetual motion machines, "Least-Time" or "Least-Energy" situations, standing waves, Moire patterns, music and speech, and speed of sound. Demonstrations, construction projects, and self-directed instructions are stressed in these activities. The four chapters in the handbook are designed to correspond to the text, with complete instructions in each experiment. Some experiments and activities are suggested for assignment, and the remaining are used at student discretion. Besides illustrations and film loop notes for explanation use, a reprinted article concerning collateral reading is included. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 895 SE 015 532
Project Physics Text 3, The Triumph of Mechanics.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—169p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Energy, Instructional Materials, Kinetic Molecular Theory, *Physics, Scientific Concepts, Secondary Grades, *Secondary School Science, *Textbooks, *Thermodynamics

Identifiers—Harvard Project Physics

Mechanical theories are presented in this unit of the Project Physics text for senior high students. Collisions, Newton's laws, isolated systems, and Leibniz' concept are discussed, leading to conservation of mass and momentum. Energy conservation is analyzed in terms of mechanical energy, heat energy, steam engines, Watt's engine, Joule's experiment, and energy in biological systems. Kinetic theory of gases is studied in connection with molecular sizes and speeds, ideal gas, second thermodynamic law, statistical representations, time's arrow, and recurrence paradox. Wave models are introduced to deal with the superposition principle, sound properties, and wave interference, diffraction, reflection, and refraction. Historical developments are stressed in the description of this unit. Included is a chart of renowned people's life spans from 1700 to 1850. Besides illustrations for explanation use, problems with their answers are also provided in two categories: study guide and end of section questions. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 896 SE 015 533
Project Physics Teacher Guide 3, The Triumph of Mechanics.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—358p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Energy, *Instructional Materials, Kinetic Molecular Theory, Multimedia Instruction, *Physics, Secondary Grades, *Secondary School Science, *Teaching Guides, Teaching Procedures, *Thermodynamics

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 3 are presented to help teachers make effective use of learning materials. Unit contents are discussed in connection with teaching aid perspective, multi-media schedules, schedule blocks, and resource charts. Brief analyses are made for transparencies, 16mm films, and reader articles. Included is information about the background and development of each unit chapter, demonstration procedures, apparatus operations, notes on the student handbook, and explanation of film loops. Stroboscopic photographs are analyzed along with related film loops. Additional background articles are included to deal with physics aspects at the beginning of the 19th Century, conservation laws, elastic and inelastic collisions, energy reference levels, temperatures of outer space, feedback, atmospheric pressure determination, and photographing of standing waves. Solutions to the study guide in the text are provided, and answers to test items are suggested. The third unit of the text, along with marginal notes on each section, is also compiled in the teacher guide. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 897 SE 015 534
Project Physics Reader 4, Light and Electromagnetism.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 67

Contract—OEC-5-10-058

Note—254p.; Preliminary Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Electricity, *Instructional Materials, Light, Magnets, *Physics, Radiation, *Science Materials, Secondary Grades, *Secondary School Science, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 4, a collection of articles is presented in this reader for student browsing. The 21 articles are included under the following headings: Letter from Thomas Jefferson; On the Method of Theoretical Physics; Systems, Feedback, Cybernetics; Velocity of Light; Popular Applications of Polarized Light; Eye and Camera; The laser—What it is and Does; A Simple Electric Circuit; Ohm's Law; The Electronic Revolution; The Invention of the Electric Light; High Fidelity; The Future of Direct Current Power Transmission; James Clerk Maxwell, Part II; On the Induction of Electric Currents; The Relationship of Electricity and Magnetism; The Electromagnetic Field; Radiation Belts Around the Earth; A Mirror for the Brain; Scientific Imagination; Lenses and Optical Instruments; and "Baffled!" Illustrations for explanation use are included. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 898 SE 015 535
Project Physics Tests 4, Light and Electromagnetism.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—24p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Electricity, Instructional Materials, *Light, Magnets, Multiple Choice Tests, Physics, Secondary Grades, *Secondary School Science, *Tests

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 4 are presented in this booklet. Included are 70 multiple-choice and 22 problem-and-essay questions. Concepts of light and electromagnetism are examined on charges, reflection, electrostatic forces, electric potential, speed of light, electromagnetic waves and radiations, Oersted's and Faraday's work, power, transformer, electromagnetic induction, Hertz's experiment, wave interference, light polarization, Michelson and Morley experiment, Newton's theory of colors, Van Allen belts, and relativity. Suggestions are made for time consumption in answering some items. Besides directions and illustrations for explanation use, related physical equations are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 899 SE 015 536
Project Physics Handbook 4, Light and Electromagnetism.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—63p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Electricity, Instructional Materials, Laboratory Experiments, *Laboratory Manuals, Light, *Physics, *Science Activities, *Science Experiments, Secondary Grades, *Secondary School Science

Identifiers—Harvard Project Physics

Seven experiments and 40 activities are presented in this handbook. The experiments are related to Young's experiment, electric forces, forces on currents, electron-beam tubes, and wave modulation and communication. The activities are primarily concerned with aspects of scat-

tered and polarized light, colors, image formation, lenses, cameras, refraction, gratings, speed of light, electric fields, batteries, magnets, perpetual motion machines, electron tubes, Faraday disc dynamo, generators, motors, and Bell telephone science kits. Demonstrations, construction projects, and self-directed instructions are stressed in these activities. The four chapters in the handbook are designed to correspond to the text materials, with complete instructions in each experiment. Some experiments are suggested for assignment, and the remaining are used at student discretion. Illustrations and film loop notes for explanation use are included. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 900 SE 015 537
Project Physics Text 4, Light and Electromagnetism.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—154p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Course Content, *Electricity, Instructional Materials, Magnets, *Optics, *Physics, Scientific Concepts, Secondary Grades, *Secondary School Science, *Textbooks

Identifiers—Harvard Project Physics

Optical and electromagnetic fundamentals are presented in this fourth unit of the Project Physics text for use by senior high students. Development of the wave theory in the first half of the 19th Century is described to deal with optical problems at the early stage. Following explanations of electric charges and forces, field concepts are introduced in connection with electrons, currents, potential differences, Oersted's discovery, Ampere's work, and moving charges in magnetic fields. Faraday's lines of force are used to analyze electromagnetic induction and its applications as well as modern civilization under the influence of scientific discoveries. Further discussions of field theories are made for electromagnetic radiation, taking into account Maxwell's theories, Hertz's experiment, wave propagation, electromagnetic spectra, and other concept. Historical developments are stressed in the overall explanation. Problems with their answers are provided in two categories: study guide and end of section questions. Also included are related illustrations for explanation purposes and a chart of renowned people's life spans between 1700 and 1900. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 901 SE 015 538
Project Physics Teacher Guide 4, Light and Electromagnetism.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—277p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Electricity, Instructional Materials, Multimedia Instruction, *Optics, *Physics, Science Activities, Secondary Grades, *Secondary School Science, *Teaching Guides, Teaching Procedures

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 4 are presented to help teachers make effective use of learning materials. Unit contents are discussed in connection with teaching aid lists, multi-media schedules, schedule blocks, and resources charts. Brief summaries are made for transparencies, 16mm films, and reader articles. Included is information about the background and development of each unit chapter, procedures used in

demonstrations, apparatus operations, notes on the student handbook, and explanation of film loops. Additional articles are concerned with electromagnetic spectra, field concepts, Oersted's own account of his discovery, Romer's work, and "electron" series. Current balances and microwave apparatus are analyzed, and a bibliography of references including that of photographic instrumentation is given. Solutions to study guides are provided in detail, and answers to test items are suggested. The fourth unit of the text, along with marginal comments on each section, is also compiled in the manual. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 902 SE 015 539
Project Physics Reader 5, Models of the Atom.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—272p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Atomic Theory, Instructional Materials, *Physics, Quantum Mechanics, Reading Materials, Relativity, Science Materials, Secondary Grades, *Secondary School Science, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 5, a collection of articles is presented in this reader for student browsing. Nine excerpts are given under the following headings: failure and success, Einstein, Mr. Tompkins and simultaneity, parable of the surveyors, outside and inside the elevator, the teacher and the Bohr theory of atom, Dirac and Born, the sea-captain's box, and looking for a new law. Six book passages are selected from related publications to deal with aspects of Thomson's model, mathematical representation of relativity, introductory quantum mechanics, Schrodinger's work, moon explorers' discoveries concerned with the island of research, relativity, possibility of inadequacies in education policies, evolution of physicist's picture of nature, fundamentals of wave mechanics, and physical and engineering problems in space travel. Illustrations are included for explanation purposes. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 903 SE 015 540
Project Physics Tests 5, Models of the Atom.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—32p.; Preliminary Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Atomic Theory, Instructional Materials, Multiple Choice Tests, *Physics, Quantum Mechanics, Relativity, Secondary Grades, *Secondary School Science, *Testing

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 5 are presented in this booklet. Included are 70 multiple-choice and 23 problem-and-essay questions. Concepts of atomic model are examined on aspects of relativistic corrections, electron emission, photoelectric effects, Compton effect, quantum theories, electrolysis experiments, atomic number and mass, particle scattering, charge-to-mass ratio, de Broglie wavelength, Balmer formula, Heisenberg's uncertainty principle, spectroscopic analysis, x-radiation, photons, Millikan oil-drop experiment, and atomic transition. Suggestions are made for time consumption in answering some items. Besides directions and a few illustrations for explanation purposes, related physical constants, definition, and equations are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie

Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 904 SE 015 541
Project Physics Handbook 5, Models of the Atom.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—42p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Atomic Theory, Instructional Materials, Laboratory Experiments, *Laboratory Manuals, Physics, *Physics Experiments, *Science Activities, Secondary Grades, *Secondary School Science

Identifiers—Harvard Project Physics

Five experiments and 19 activities are presented in this Unit 5 handbook. The experiments are related to electrolysis, charge-to-mass ratio, elementary charge determination, photoelectric effects, and spectroscopic analyses. The activities are concerned with Dalton's theory, water electrolysis, periodic tables, single-electron plating, cloud chambers, accelerators, counters, spectrographs, Einstein's work, cathode rays, x-rays, ionization, differences in atomic models, Rutherford atom, and de Broglie waves. A reprinted chemi-croscopic and a specially designed cigar box atom are also incorporated in the activities. Moreover, three film loops are introduced in terms of production of sodium electrolysis, Thomson's atomic model, and Rutherford scattering. Demonstrations, construction projects, and self-directed instructions are stressed in the activities. The four chapters in the handbook are designed to correspond to the text, with complete instructions in each experiment. Some experiments and activities are suggested for assignment, and the remaining are used at student discretion. Illustrations are provided for explanation purposes. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 905 SE 015 542
Project Physics Text 5, Models of the Atom.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—145p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Atomic Structure, *Atomic Theory, Instructional Materials, *Physics, Quantum Mechanics, Relativity, *Scientific Concepts, Secondary Grades, *Secondary School Science, *Textbooks

Identifiers—Harvard Project Physics

Basic atomic theories are presented in this fifth unit of the Project Physics text for use by senior high students. Chemical basis of atomic models in the early years of the 18th Century is discussed in connection with Dalton's theory, atomic properties, and periodic tables. The discovery of electrons is described by using cathode rays, Millikan's experiment, photoelectric effects, x-rays, and Einstein's photon model. Analyses of nucleus are made with a background of gas spectra, Rutherford's model, nuclear charges and sizes, Bohr theory, Franck-Hertz experiment, periodicity of elements, and atomic theory in the early 1920's. Latest ideas about atomic theory are given in terms of results of relativity concepts, particle-like behavior in radiation, wave-like behavior of matter, uncertainty principle, probability interpretation, and physical ideas of quantum mechanics. Historical developments are stressed in the overall explanation. Problems with answers are provided in two categories: study guide and end of section questions. Also included are related illustrations for explanation use and a chart of renowned people's life spans from 1800 to 1950. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation,

the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 906 SE 015 543
Project Physics Teacher Guide 5, Models of the Atom.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—257p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Atomic Theory, Instructional Materials, *Multimedia Instruction, *Physics, Science Activities, Secondary Grades, *Secondary School Science, *Teaching Guides, Teaching Procedures

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 5 are presented to help teachers make effective use of learning materials. Unit contents are discussed in connection with teaching aid lists, multi-media schedules, schedule blocks, and resource charts. Brief summaries are made for transparencies, 16mm films, and reader articles. Included is information about the background and development of each unit chapter, procedures used in demonstrations, apparatus operations, notes on the student handbook, and an explanation of film loops. Additional articles are concerned with relative atomic mass determination, spectroscopic experimentation, Rutherford scattering, angular momentum, and Nagaoka's theory of the "Saturnian" atom. A phototube unit and a Millikan setup are analyzed, and a bibliography of reference texts and periodicals is given. Solutions to the study guide are provided in detail, and answers to test items are suggested. The fifth unit of the text, with marginal notes on each section, is also compiled in the manual. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 907 SE 015 544
Project Physics Reader 6, The Nucleus.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—248p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Instructional Materials, *Nuclear Physics, Physics, *Radiation, Reading Materials, Science Materials, Secondary Grades, *Secondary School Science, *Supplementary Reading Materials

Identifiers—Harvard Project Physics

As a supplement to Project Physics Unit 6, a collection of articles is presented in this reader for student browsing. Five excerpts are concerned with the nuclear energy revolution, the 20th birthday and possible consequences of the atomic age, a scientist's view of science, and relations between mathematics and physics. Six book passages are related to Rutherford's work, Mr. Tompkins' learning of elementary particles, power from the stars, the first chain reaction, conservation laws, and the fall of parity. The remaining are given under the following headings: The Nature of the Alpha Particle, Some Personal Notes on the Search for the Neutron, Antiprotons, The Tracks of Nuclear Particles, The Spark Chamber, The Evolution of the Cyclotron, "The Cyclotron as Seen By . . ." CERN (Conseil Européen pour la Recherche Nucléaire), Models of the Nucleus, "Can Time Go Backward?", A Report to the Secretary of War, Tasks for a World Without War, and The Development of the Space-Time View of Quantum Electrodynamics. Illustrations for explanation purposes are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 908 SE 015 545

Project Physics Tests 6, The Nucleus.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—25p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Instructional Materials, Multiple Choice Tests, *Nuclear Physics, Physics, *Radiation, Radioisotopes, Secondary Grades, *Secondary School Science, *Testing

Identifiers—Harvard Project Physics

Test items relating to Project Physics Unit 6 are presented in this booklet. Included are 70 multiple-choice and 24 problem-and-essay questions. Nuclear physics fundamentals are examined with respect to the shell model, isotopes, neutrons, protons, nuclides, charge-to-mass ratios, alpha particles, Becquerel's discovery, gamma rays, cyclotrons, nuclear fusion processes, radioactive atoms, decay processes, nuclear binding energies, beta-particle emissions, reactor moderators, half-lives, accelerators, isotopic tracers, transuranium elements, radioactive fallout, and plasmas. Suggestions are made for time consumption in answering some items. Directions and illustrations for explanation purposes are provided. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 909 SE 015 546
Project Physics Handbook 6, The Nucleus.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—34p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Instructional Materials, Laboratory Experiments, *Laboratory Manuals, *Nuclear Physics, Physics, *Physics Experiments, *Science Activities, Science Experiments, Secondary Grades, *Secondary School Science

Identifiers—Harvard Project Physics

Five experiments and nine activities are presented in this Unit 6 handbook. The experiments are related to random events, ranges of alpha and beta particles, half-lives, and radioactive tracers. The activities are concerned with the energy measurement in beta radiation, demonstration with sugar cubes, ionization by radioactivity, magnetic deflection of beta rays, exponential decay in concentrations, neutron detection problem analogue, chain reaction model, nuclear fission and fusion, and peaceful use of radioactivity. Self-directed instructions, demonstrations, and construction projects are stressed in these activities. The three chapters in the handbook are designed to correspond to three of the four chapters in the text. Notes on the film loop relating to collisions with an unknown object are provided. Also given are illustrations for explanation purposes. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 910 SE 015 547
Project Physics Text 6, The Nucleus.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—128p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Instructional Materials, *Nuclear Physics, Physics, *Radiation, Radiation Effects, Radioisotopes, *Scientific Concepts, Secondary Grades, *Secondary School Science, *Textbooks

Identifiers—Harvard Project Physics

Nuclear physics fundamentals are presented in this sixth unit of the Project Physics text for use by senior high students. Included are discussions of radioactivity, taking into account Becquerel's discovery, radioactive elements, properties of radiations, radioactive transformations, decay series, and half-lives. Isotopes are analyzed in connection with positive rays, mass spectrographs, notations for nuclides and nuclear reactions, relative abundances, and atomic masses. Nuclear structures and reactions are studied by using proton-electron and proton-neutron hypotheses with a background of discoveries of neutrons, neutrinos as well as artificial transmutation and artificially induced radioactivity. Information about binding energy, mass-energy balance, nuclear fission and fusion, stellar nuclear reactions, nuclear force and model, and biological and medical application of radioisotopes is given to conclude the whole text. Historical developments are stressed in the overall explanation. Problems with their answers are provided in two categories: study guide and end of section questions. Besides illustrations for explanation use, charts of elementary particles and physical constants with conversion factors are also included in this text unit as appendices. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 911 SE 015 548
Project Physics Teacher Guide 6, The Nucleus.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-5-1038

Pub Date 68

Contract—OEC-5-10-058

Note—235p.; Authorized Interim Version

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Instructional Materials, *Multimedia Instruction, *Nuclear Physics, Physics, *Radiation, Science Activities, Secondary Grades, *Secondary School Science, *Teaching Guides, Teaching Procedures

Identifiers—Harvard Project Physics

Teaching procedures of Project Physics Unit 6 are presented to help teachers make effective use of learning materials. Unit contents are discussed in connection with teaching aid lists, multi-media schedules, schedule blocks, and resource charts. Brief summaries are made for transparencies, 16mm films, and reader articles. Included is information about the background and development of each unit chapter, procedures in demonstrations, apparatus operations, notes on the student handbook, and an explanation of film loops. Additional articles are concerned with objects dated by radiocarbon, radiation safety, properties of radiations, radioactive sources, radioactivity determination by electrosopes, and radiation detecting devices. Scalers, counters, Geiger tubes, and cadmium selenide photocells are analyzed; and a bibliography of references is given. Solutions to the study guide are provided in detail, and answers to test items are suggested. The sixth unit of the text, with marginal comments on each section, is also compiled in the manual. The work of Harvard Project Physics has been financially supported by: the Carnegie Corporation of New York, the Ford Foundation, the National Science Foundation, the Alfred P. Sloan Foundation, the United States Office of Education, and Harvard University. (CC)

ED 071 912 SE 015 549
Project Physics Programmed Instruction, Vectors 1.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.

Bureau No.—BR-5-1038

Pub Date 68

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Instructional Materials, Mathematical Applications, Mathematics, *Physics, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics, *Vectors

This programmed instruction booklet is an interim version of instructional materials being developed by Harvard Project Physics. It is the

first in a series of three booklets on vectors and covers the definitions of vectors and scalars, drawing vector quantities to scale, and negative vectors. For others in this series, see SE 015 550 and SE 015 551. (DT)

ED 071 913 SE 015 550
Project Physics Programmed Instruction, Vectors 2.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Bureau No—BR-5-1038
Pub Date 68
Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Instructional Materials, Mathematical Applications, Mathematics, *Physics, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics, *Vectors

This is the second of a series of three programmed instruction booklets on vectors developed by Harvard Project Physics. It covers adding two or more vectors together, and finding a third vector that could be added to two given vectors to make a sum of zero. For other booklets in this series, see SE 015 549 and SE 015 551. (DT)

ED 071 914 SE 015 551
Project Physics Programmed Instruction, Vectors 3.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Bureau No—BR-5-1038
Pub Date 68
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Instructional Materials, Mathematical Applications, Mathematics, *Physics, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics, *Vectors

This is the third of a series of three programmed instruction booklets on vectors developed by Harvard Project Physics. Separating vectors into components and obtaining a vector from its components are the topics covered. For other booklets in this series, see SE 015 549 and SE 015 550. (DT)

ED 071 915 SE 015 552
Project Physics Programmed Instruction, Waves 1.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Bureau No—BR-5-1038
Pub Date 68
Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Instructional Materials, *Physics, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics, *Waves

This programmed instruction booklet is an interim version of instructional materials being developed by Harvard Project Physics. It is the first of two booklets on the topic of waves and covers pulses, how pulses travel, and what happens when two pulses pass through the same region at the same time. For the second booklet in this series, see SE 015 553. (DT)

ED 071 916 SE 015 553
Project Physics Programmed Instruction, Waves 2.

Harvard Univ., Cambridge, Mass. Harvard Project Physics.
Bureau No—BR-5-1038
Pub Date 68
Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Individualized Instruction, *Instructional Materials, *Physics, *Programed Instruction, Science Education, *Secondary School Science

Identifiers—Harvard Project Physics, *Waves

This is the second of two programmed instruction booklets on the topic of waves, developed by Harvard Project Physics. It covers the relationships among the frequency, period, wavelength, and speed of a periodic wave. For the first booklet in this series, see SE 015 552. (DT)

ED 071 917

Roller, Lib

Using the School and Community, An Environmental Study Area, Teachers' Handbook.
Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date 72

Note—194p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Study, *Elementary Grades, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, *Learning Activities, Outdoor Education, *Teaching Guides, Trails

Designed to give the elementary teacher some ideas for using the school site and the community as an environmental study area, this guide offers activities and suggestions to explore all aspects of the environment. Gaining an understanding of the environment and man's relationship to the environment are emphasized. The ultimate goal is to develop citizens with a personal sense of involvement and an attitude that will guide their behavior towards the wise use of all our resources. Part 1 discusses selecting a site for environmental study and surveying its educational possibilities. Part 2 outlines steps for getting up a nature trail on school grounds together with activities for use of the trail. The interdisciplinary approach of environmental education is promoted in Part 3. Work sheets for on-site involvement in language arts, social studies, science, math, art and music are given. Several pages and ideas adapted from "All Around You, An Environmental Study Guide" (ED 064 131) are reprinted. Part 4 deals with environmental problems: air, water, noise, waste, and visual pollution, land use, population, and miscellaneous urban problems. Each topic provides background material for the teacher, activities for the classroom, and school site and community activities. (BL)

ED 071 918

Greenwood, Jonathan

Resources for Individualizing Mathematics.

Oregon State Dept. of Education, Salem.

Pub Date [73]

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Annotated Bibliographies, Evaluation, *Individualized Instruction, Instruction, *Instructional Materials, Laboratory Procedures, Manipulative Materials, *Mathematics Education, Objectives

The process of establishing an individualized mathematics program is discussed. An annotated list of references covering program and course goals and objectives, diagnostic and achievement tests, teacher reference books, and activity sources is provided. Twenty-one articles from "The Arithmetic Teacher" which offer a rationale for the activity approach and which suggest suitable activities are also listed. Addresses are provided for 16 commercially produced activity cards and packages and for 15 sources of mathematics laboratory equipment, games, and enrichment materials. (DT)

ED 071 919

Chilcote, Elinor Blaine, Jeannie

Happy Math + Happy Teacher = Happy Kids.

Pub Date 72

Note—210p.

Available from—Scott Resources, Inc., Box 2121, Fort Collins, Colorado 80521 (\$9.95 plus shipping)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Activity Learning, *Elementary School Mathematics, Games, *Instructional Materials, *Laboratory Procedures, Manipulative Materials, Mathematical Enrichment, *Mathematics Education, Mathematics Instruction

Directions and materials for 57 mathematical games and activities are provided in this commercially-prepared package. Suggested use is with pre-school through third grade levels. General content areas include functions and graphs, geometry, logical thinking, measurement, numbers and operations, problem solving, sets, and statistics and probability. (DT)

ED 071 920

Library Bulletin [International Planned

Parenthood Federation, November 1972].

International Planned Parenthood Federation, London (England).

SE 015 556

Pub Date Nov 72

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, Classification, Demography, *Family Planning, Indexes (Locaters), *Library Collections, *Population Trends, Publications, *Reference Materials

Resources located in the International Planned Parenthood Federation (IPPF) Headquarters Library are inventoried in this quarterly library bulletin. Entries follow the IPPF classification scheme and are arranged by topics: (1) general office management and administration; (2) contraceptive methods; (3) family planning (general); (4) United Nations, conferences, etc.; (5) Population—Africa, America, Asia, Europe, Oceania, U.S.S.R.; (6) religious, moral, ethical, and political attitudes to family planning; (7) medical; (8) education, including sex and population education; and (9) communication, publicity, history, etc. The name of the publisher/supplier and British currency price of the book are supplied for each notation with an alphabetical list of publisher/suppliers and their addresses appended. An alphabetical list of authors is also included together with classification numbers for cross-references. (BL)

ED 071 921

Horowitz, Blanche, Ed. Speert, Kathryn, Ed.

Proceedings of the Fifth National Conference of the Population/Family Planning Library and Information Centers, (Chapel Hill, N.C., May 4-5, 1972).

North Carolina Univ., Chapel Hill. Carolina Population Center.

Pub Date Dec 72

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Demography, *Family Planning, *Information Science, Information Services, *Library Services, *Population Trends, Reports, Speeches

This report contains the proceedings of the Fifth National Conference on Population/Family Planning Library and Information Services. Sponsored by the Association for Population/Family Planning Libraries and Information Centers (APLIC), this was the fifth in a series of annual conference/workshops devoted to library and information needs and services in the population/family planning field. Part One has a summary report, list of participants, and conference agenda. Part Two reports a four-part panel discussion, "Information Needs and Sources in Family Planning," focusing on programs and communications materials, both United States and international. Part Three covers workshop sessions on information retrieval using library methods, computer usage, and construction of a hierarchical indexing vocabulary. Part Four is devoted to two special reports: "Population Education: A New Dimension for the Population/Family Planning Library" by Frances Jacobson and "The First Five-Year Plan for Population Education" by Noel-David Burleson. Reviews of previous conferences, participant statistics, a bibliography, and APLIC Bylaws are also included. (BL)

ED 071 922

Library Bulletin [International Planned

Parenthood Federation, February 1973].

International Planned Parenthood Federation, London (England).

Pub Date Feb 73

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Books, Classification, Demography, *Family Planning, Indexes (Locaters), *Library Collections, *Population Trends, Publications, *Reference Materials

Resources located in the International Planned Parenthood Federation (IPPF) Headquarters Library are inventoried in this quarterly library bulletin. Entries follow the IPPF classification scheme and are arranged by topics: (1) general office management and administration; (2) contraceptive methods; (3) family planning (general); (4) United Nations, conferences, etc.; (5) population—Africa, American, Asia, Europe, Oceania, U.S.S.R.; (6) religious, moral, ethical, and political attitudes to family planning; (7) medical; (8) education, including sex and population education; and (9) communication, publicity, history, etc. The name of the publisher/supplier and British currency price of the book are supplied for each notation with an alphabetical list of

publisher/suppliers and their addresses appended. An alphabetical list of authors is also included together with classification numbers for cross-references. (BL)

ED 071 923 SE 015 697

Kane, Robert B. Holz, Alan W.
A Technique for Studying the Organization of Mathematics Text Materials. Final Report.
Purdue Research Foundation, Lafayette, Ind.
Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.
Bureau No.—BR-1-E-131
Pub Date Nov 72
Grant—OEG-5-72-0011(509)
Note—344p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Instructional Materials, *Mathematics, Mathematics Curriculum, *Mathematics Education, *Textbook Evaluation, Textbook Research, Textbooks

The validity and the reliability of a technique for identifying and studying presentation variables in mathematics texts were investigated in this study. A category system for classifying messages in mathematics texts in terms of mathematical content and processes and in terms of mode of representation, procedures for applying this system to texts, and a method for analyzing the information collected through these techniques were developed. Sections of twelve textbooks ranging from grade levels four through twelve as well as six pairs of contrived passages were analyzed using these methods. Results showed that this type of analysis can be used to describe the nature of the presentation in mathematics text passages, that through these methods data are provided on variables which statistically differentiate among textbooks, and that there were no significant differences between groups of raters using this technique to analyze the textbooks. (Author/DT)

SO

ED 071 924 SO 002 196

Listen to Me: Report of the Ninth Annual NEA-CHR Conference, "Implementing Cultural Diversity in Instructional Programs".
National Education Association, Washington, D.C. Center for Human Relations.
Pub Date 7 Mar 71
Note—36p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$5.00, Quantity Discounts)

Document Not Available from EDRS.

Descriptors—*Biculturalism, Conference Reports, Cross Cultural Studies, *Cultural Pluralism, *Educational Programs, *Ethnic Groups, Humanization, *Human Relations, Sociology, Teacher Education

This publication is a compilation of speeches, seminar summaries, and participant reactions and recommendations from the Ninth Annual NEA-CHR Conference printed in both English and Spanish. The conference was designed to present the concept of cultural pluralism and to suggest ways of implementing this concept in instructional programs. The following speeches develop the theme of cultural pluralism: 1) Quality Integrated Education, Dr. John S. Gibson; 2) The Anthropologist and American Indian Studies Programs, Bea Medicine; 3) We Need Symbols for Ethnic Diversity, Dr. Arthur S. Smith; 4) Cultural Diversity for Chicanos, Deluvina Hernandez; 5) Cultural Pluralism in Higher Education, Dr. Anne Allen; and 6) People are Different. People are the Same, Frances Sussna. Recommendations from conferees center on action programs for the improvement of human relations on all levels. (SHM)

ED 071 925 SO 002 259

Amidon, Peggy
Nonverbal Interaction Analysis. A Method of Systematically Observing and Recording Nonverbal Behavior.

Pub. Date 71
Note—196p.
Available from—Association for Productive Teaching (Division of Paul S. Amidon & As-

sociates, Inc.) 5408 Chicago Avenue South, Minneapolis, Minnesota 55417 (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior, *Classroom Communication, Classroom Environment, *Classroom Observation Techniques, Effective Teaching, Interaction, *Interaction Process Analysis, *Nonverbal Communication, Student Teacher Relationship, *Teacher Behavior

These materials will help the educator develop an awareness of nonverbal behavior, which is complimentary to and independent of the verbal realm, to give a complete picture of the classroom. The purpose of the manual is to enable the teacher to identify nonverbal components of behavior, including dimensions other than behavioral of the teacher's role as classroom leader, and to understand the influence of these components on the verbal teacher-pupil interaction and classroom climate. Five chapters: 1) explain the rationale for developing four nonverbal dimensions of the teacher's role; 2) present fifteen symbols that comprise four dimensions of the Nonverbal Interaction Analysis System (NIAS); 3) present the four dimensions of teacher classroom behavior as they relate to each of ten Interaction Analysis categories of verbal behavior; 4) explain the use of the NIAS coding system, methods, procedures, techniques of observation, and procedures for collecting NVIA data; and 5) present techniques for analyzing these data and interpreting relationships between the nonverbal dimensions and the verbal interaction. (Author/SJM)

ED 071 926 SO 002 572

Capron, Barbara J.
Curriculum Materials Analysis. Educational Research Council of America: Concepts and Inquiry. Communities at Home and Abroad: American Communities, Grade 2.
Social Science Education Consortium, Inc., Boulder, Colo.

Pub Date Sep 71
Note—180p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Community Study, *Concept Teaching, Content Analysis, Course Evaluation, *Curriculum Evaluation, Elementary Education, Grade 2, *Inquiry Training, Interdisciplinary Approach, *Program Evaluation, *Social Sciences, Social Studies Identifiers—*Greater Cleveland Social Studies Project

The CMAS, a detailed taxonomy of questions that is used to analyze "Concepts of Inquiry" materials, is described in ED 067 308. A brief summary of the sequential K-12 Cleveland program is given in ED 064 223. Materials for the course are interdisciplinary with a subject matter base of geography focusing on investigating communities. The substantive content is analyzed as moderately sound; somewhat biased; of fair quality; appropriate for grade two and up; and unsuitable for some particular kinds of students, teachers, schools, and communities. The overall physical and technical quality of printed materials, consisting of nine paper-bound booklets and two teachers guides, are evaluated as above average. The author's rationale is implicit and fairly clear to the analyst, and objectives clearly set forth. The author believes primary goals of education are for students to become skilled in the scientific method, learners of existing knowledge and values, and solvers of social problems. Emphasis is upon clearly stated cognitive objectives which are consistent with the goal of teaching social science structure and inquiry. Although affective objectives are moderately emphasized, the analyst feels that the affective objectives of the materials are too narrow in context to be useful. A related document is SO 002 592. (SJM)

ED 071 927 SO 004 034

Boyd, William L.
Community Status and Conflict in Suburban School Politics.

Pub Date Apr 72
Note—43p.; A paper prepared for presentation at the Annual meeting of the American Educational Research Association, Chicago, Illinois, April 3-7, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *Citizen Participation, Community Involvement, Comparative Analysis, *Conflict, Decision Making, Political Issues, *Politics, Research, *School Community Relationship, *Socioeconomic Status, Suburban Schools

Research reported here focuses on the effects of community status upon citizen participation and conflict in school politics. One objective was to test Minar's studies which showed higher levels of participation in lower status districts due to the differential possession by higher and lower status school districts of resources of conflict management skills in their respective populaces. A second objective was to investigate factors which operate to minimize and/or contribute to conflict. A sample of eight districts were selected. The theoretical framework drew upon Minar's work, employed Easton's model of the political processes, and investigated Gansson's study of the structural effects upon the incidence and intensity of conflict. Key findings show that: 1) the overall conflict ranking proved to be highly correlated with the referendum dissent ranking; 2) the rankings on the structural variables proved to be unreliable predictors of overall conflict; 3) leadership by the school authorities and political culture of the blue and white collar districts accounted for most of the variation in conflict levels. The present study shows that low conflict, and vice versa, is due both to differences in cultural ethos and to the level of management resources. An obvious implication of the findings is that school authorities might find training designed to raise their "political consciousness" useful. (Author/SJM)

ED 071 928 SO 004 796

Instructional Objectives Exchange. Social Studies (Geography). Grade K-9.
Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Pub Date 71
Note—106p.
Available from—Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Cognitive Objectives, Elementary Education, *Geographic Concepts, *Geography, *Geography Instruction, Junior High Schools, Map Skills, Physical Geography, *Social Sciences

Ninety-seven objectives reflecting major social science concepts in the discipline of geography at the kindergarten through ninth grade levels are included in this booklet, which is one of a series. Emphasis is upon requiring students to master behavioral aspects and concepts central to the field of geography. The material is organized into eleven sub-categories: 1) Maps and Globe Skills; 2) Geographical Features; 3) Vocabulary; 4) Climate; 5) Land Change; 6) Time Zones; 7) Communication; 8) Weather; 9) Earth and Sun Relationships; 10) Transportation; and 11) Man and Environment. Objectives within each category are arranged in ascending grade level order. Four elements are included for each objective: the objective; measurement items; means of judging the adequacy of student responses; and rating. Related documents are SO 004 798 and SO 004 797. (Author)

ED 071 929 SO 004 798

Instructional Objectives Exchange. American History. Grades 7-12.
Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation; Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.

Pub Date 70
Note—63p.
Available from—Instructional Objectives Exchange, P. O. Box 24095, Los Angeles, California 90024 (\$8.00)

Document Not Available from EDRS.

Descriptors—*American History, *Behavioral Objectives, Civil War (United States), *Cognitive Objectives, Colonial History (United States), History, *History Instruction, Junior High Schools, Revolutionary War (United

States), Secondary Education, *United States History

Identifiers—*Instructional Objectives

The collection, one of several that deal with various disciplines, contains 19 objectives and related evaluation items for American History, grades 7 through 12. Each objective is stated in operational terms, and contains three elements: the objective, measurement items, and means for judging the adequacy of student responses. The behavioral aspect as well as the content of the objective have been carefully selected so that the student is required to master the political, social, and economic concepts basic to American history. Teaching methods emphasize the principles of the historical method, inference and analysis of data. The student is required to check data, distinguish among facts, make inferences and value judgments, and to interpret historical events on the basis of a complete view of the available source materials. Each objective is structured to permit use in each of the major chronological periods of history consisting of the Colonial period, Civil War and Reconstruction, Westward Expansion, Industrialization, World War II, and post-World War II. (Author)

ED 071 930 SO 004 874

Draper, George L.

International Relations Exercise (IRE) Course 450. 31 January through 4 February 1972.

Industrial Coll. of the Armed Forces (DOD), Washington, D.C. Simulation and Computer Directorate.

Pub Date 72

Note—165p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (AD 738 024, MF \$95, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Foreign Policy, *International Education, *Military Training, Models, *Simulation, *Social Studies

The document describes the 1972 version of the International Relations Exercise (IRE) used at the Industrial College of the Armed Forces (ICAF). During the IRE, supplementary information, described in section 2.0, is also provided to participants. This supplementary information is not released for publication. The IRE is an outgrowth of continued effort to use simulations to improve the learning process. This handbook is designed for use by both participants and control groups. Changes made in this 1972 edition include: 1) The IRE world is expanded from six to eight nations; 2) National political routines are redesigned to emphasize international affairs; and 3) Administrative procedures are streamlined. (Author/SHM)

ED 071 931 SO 004 895

Gelatt, H. B. And Others

Deciding (Leader's Guide and Student Booklet).

College Entrance Examination Board, New York, N.Y.

Pub Date 72

Note—145p.

Available from—Decision Making Program, Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540, Student Booklet, \$2.50; Leader's Guide, \$2.00

Document Not Available from EDRS.

Descriptors—Concept Formation, Curriculum Guides, *Decision Making Skills, English Curriculum, *Guidance Programs, Health Education, Information Seeking, Instructional Materials, *Leaders Guides, Personal Values, *Problem Solving, Science Curriculum, Secondary Grades, *Skill Development, Social Studies, Student Centered Curriculum, Student Development

The College Entrance Examination Board's Decision-Making Program is a course of study in the development of decision-making skills, designed for students in junior and senior high schools. It consists of student and leader materials that may serve as a basis for a school guidance program, as a major component for a school-wide decision-making curriculum, or as part of the teaching of such subjects as English, social studies, science, or health education. With student decision-making booklets and detailed leader's guides, the program uses exercises, group activities, simulations, and discussion guides aimed at helping students learn and apply the decision-making process to the personal, educational, and vocational decisions they face in the

early secondary school years. The program is intended to enable schools, through their guidance program and curriculum, to meet the educational objectives of: 1) teaching students decision-making skills; 2) giving students practice in using the skills they have been taught; and 3) enabling students to learn more about themselves. (Author)

ED 071 932 SO 004 984

Project 18. (Student and Teacher Booklets.)

Lower Merion Township School District, Ardmore, Pa.

Spons Agency—League of Women Voters of Pennsylvania; Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Community Affairs, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date 72

Note—77p.

Available from—ERIC/ChESS, 855 Broadway, Boulder, Colorado 80302 (For Loan Only)

Document Not Available from EDRS.

Descriptors—Activism, *Citizen Participation, Elections, Instructional Materials, *Political Influences, Political Issues, Political Power, *Political Science, Political Socialization, Politics, Projects, Resource Guides, Secondary Grades, *Social Action, Social Studies, Teaching Guides, Teaching Techniques, *Voting

Identifiers—*Project 18

Three separate teacher and student books for the Project 18 course are included in this packet. The objective is to help students develop a positive attitude and to motivate them toward political participation. Teaching strategies for six sections, which run the gamut from simulation to lecture, focus on practical politics. The six sections are as follows: 1) A simulation section introducing students to politics requires them to assume the role of political actors in a real world situation; 2) a citizen's role in government activity provides students with experience in planning how to influence political decisions; 3) case studies adapted to the secondary grades present information about particular levels of state and local government; 4) lectures, discussions, and role playing activities deal with an election, voting, and campaigning; 5) multi-media materials help students examine American social structure as it influences political attitudes and behavior; and 6) flow charting activities involve students in evaluating political strategies. The Teacher's Manual provides lesson guides; the Teacher Resource Book contains student readings, suggested lectures, papers, and background readings; and the Student Resource Book includes appropriate student readings. A related document is SO 005 202. (SJM)

ED 071 933 SO 004 998

Stoltman, Joseph P.

Territorial Decentration and Geographic Learning.

Pub Date Aug 72

Note—9p.; Paper presented to the International Geographical Congress Commission on Geography in Education at Laval University, Quebec City, Canada, August 3, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Concept Formation, *Cross Cultural Studies, Environmental Influences, *Geographic Concepts, Geography Instruction, *Psychological Studies, Research, Research Needs, Social Studies

Identifiers—Jahoda (G), Piaget (Jean), *Territorial Decentration

Territorial decentration is a question of major significance to geographic educators. This paper reports the findings of a research project designed to determine the territorial decentration of an American sample of children. The primary purpose of the research was to determine if Piaget's territorial decentration stages are appropriate for American children. The study was designed to facilitate the collection of data comparable to studies conducted by Piaget in Switzerland and Jahoda in Scotland. An interview-examination with standardized administration procedures was developed and tasks from the studies of Piaget and Jahoda were pilot tested to determine their suitability. A sample of 204 children between the ages of six and thirteen were randomly selected from the state of Georgia. The variance between observed and theoretically expected distributions, and the effects of age, socioeconomic status, and instruction on the

development of decentration concepts, are discussed. (FDI)

ED 071 934 SO 005 002

Widgery, Robin N. Tubbs, Stewart L.

Machiavellianism and Religiosity as Determinants of Cognitive Dissonance in a Counterattitudinal Situation.

General Motors Inst., Flint, Mich. Dept. of Communication and Organizational Behavior.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Behavioral Science Research, *Changing Attitudes, *Cognitive Processes, Ethical Values, Experimental Psychology, Moral Values, *Personality, *Personality Studies

Identifiers—*Cognitive Dissonance

Two hypotheses are examined: 1) Low Machiavellians writing counterattitudinal essays will report greater attitude change toward the direction of the position advocated than will high Machiavellians; and 2) Intrinsically religious persons writing counterattitudinal essays will report greater attitude change toward the direction of the position advocated than will extrinsically religious persons. Machiavellianism is defined as a high need to control others, regardless of the attending ethical considerations. Intrinsically religious persons are motivated to practice their beliefs in everyday life; extrinsically religious persons use religion as a utilitarian method for self-gain. Sixty-six subjects were classified as High or Low Machs on the basis of the Christie et al. Machiavellian Scale and as Intrinsically or Extrinsically Religious on the Allport and Ross Religiosity Scale. The experimental group of 53 wrote essays advocating two years mandatory military service prior to college enrollment; they believed these were to be read by persons who were undecided on the issue. Pretesting had indicated that no subjects supported this proposition. It was believed that writing the counterattitudinal essay would induce greater cognitive dissonance, and hence attitudinal change, in Low Machs and Intrinsically Religious subjects. Post-testing revealed that Low Machs displayed greater attitude change than did High Machs; however, the religiosity hypothesis was not confirmed. (KW)

ED 071 935 SO 005 046

Popham, W. James

An Evaluation Guidebook. A Set of Practical Guidelines for the Educational Evaluator.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 71

Note—129p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Educational Accountability, Educational Improvement, *Educational Objectives, Evaluation Criteria, *Evaluation Techniques, Measurement Goals, *Measurement Techniques

This booklet is designed to assist those responsible for conducting educational evaluations. The work contains a collection of recently developed technical procedures relevant to educational evaluation and to describe them in a straightforward manner. The guidelines are organized into three sections: 1) Objectives; 2) Measurement; and 3) Data Collection and Analysis. In the objectives section, seven guidelines are presented which deal with such matters as how objectives should be specified so that they will be of most utility to the evaluator. The measurement section contains five guidelines treating such problems as how the evaluator should devise measures which satisfactorily assess whether an objective has been achieved. The section dealing with data collection and analysis includes eight guidelines dealing with the types of designs evaluators should employ for various situations and how to treat the data secured via these designs. A summary of all guidelines is presented at the close of these three sections. A final section, Playing by the Rules, provides a fictitious example of an educational evaluator who conducts his/her work consonant with the guidelines. A set of selected references, organized around the major sections of the guidebook concludes the volume. (FDI)

ED 071 936 SO 005 054

Voter Education Training Kit.

Multi-District Inst. for Political Education, Pitman, N. J.

Pub Date [72]

Note—288p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, American Government (Course), Citizenship Responsibility, Civics, Curriculum Guides, *Elections, Instructional Materials, Multimedia Instruction, Political Issues, *Political Science, Resource Guides, Secondary Grades, Social Action, *Social Studies, *Student Participation, Voter Registration, *Voting, Voting Rights

Guides and resources in this kit are prepared for a six week to two month secondary voter education course. The objectives are to prepare and motivate eligible students to register and vote in the presidential election, to participate in the presidential election campaigning, and to increase their overall knowledge concerning the presidential campaign and of the total political system. (Participating students are pre- and post-tested to measure increase in knowledge). Various techniques such as role playing, discussion, researching, field trips, interviews, and mock elections are employed in class activities. Included in the kit are a curriculum guide focusing primarily on the topics of elections-voting and political structures; a resource manual; guides to understanding party lobbying, voting rights, issues analysis centers, the electoral college, election information centers; and guides for conducting student elections, political canvassing campaigns, and operating a successful assembly. Two filmstrips, Operation of Voting Machines and Voting Rights and Procedures, are available through the Multi-District Institute for Political Education. (SJM)

ED 071 937 SO 005 072

Payne, Judy Reeder

Introduction to Eastern Philosophy, Social Studies: 6414.23.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—39p.; An Authorized course of instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Asian Studies, Behavioral Objectives, Chinese Culture, Curriculum Guides, Grade 10, Grade 11, Grade 12, *Non Western Civilization, *Philosophy, *Religion, Resource Units, Secondary Grades, *Social Studies Units, Values

Identifiers—Florida, *Quinquimester Program

Major Eastern philosophies and/or religions consisting of Hinduism, Buddhism, Confucianism, Taoism, and Shintoism are investigated by 10th through 12th grade students in this general social studies quinquimester course. Since Eastern philosophical ideas are already influencing students, this course aims to guide students in a universal search for values and beliefs about the meaning of life. Through suggested activity learning, the five major religions are compared and contrasted for their differences, similarities, and are examined for their influences upon Non Western and Western civilizations. Lastly, students trace contemporary ideas to Eastern philosophies. The course is arranged, as are other quinquimester courses, with sections on broad goals, course content, activities, and materials. (SJM)

ED 071 938 SO 005 073

Knappe, Shirley Hall, Peggy

The Individual and the State, English, Social Studies: 5113.72.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—82p.; An authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, Civics, Civil Disobedience, Civil Liberties, Curriculum Guides, *Dissent, Ethical Values, Fine Arts, Humanities Instruction, Individualism, *Language Arts, *Laws, Literature, *Moral Issues, Philosophy, Political Issues, Responsibility, Secondary Grades, *Social Studies

Identifiers—Authority, Justice, *Quinquimester Program

This secondary-level, language arts/social studies curriculum guide focuses on the principles of law and justice relating to the individual and the state; attitudes about justice and injustice;

methods of accepting or rejecting the authorities' concept of justice; the effects of these methods; and the relationship of the arts to these issues. The guide contains a brief rationale for the course; performance objectives; an outline of the course content; detailed descriptions of teaching strategies; and an extensive bibliography of student and teacher resources. A variety of human, media, and written resources drawn from both the social sciences and the arts and humanities are suggested. (KW)

ED 071 939 SO 005 074

Cooper, Nancy B.

Introduction to Archaeology, Social Studies: 6414.07.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.; An authorized course of instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Anthropology, *Archaeology, Behavioral Objectives, *Concept Teaching, Cultural Awareness, Curriculum Guides, Grade 10, Grade 11, Grade 12, Resource Units, Secondary Grades, *Social Sciences, *Social Studies Units, World History

Identifiers—Florida, *Quinquimester Program

The quinquimester course of study for 10th through 12th grade students examines the means and ends of archaeology so it may be better understood and shows how archaeology is used to provide a key to understanding of cultures in the past, enrich the present, and offer a frame of reference for the future. Major archaeological concepts are stressed and methods of social scientists are put into actual practice by the students. Activities for each objective, utilizing a wide variety of resources, are keyed to identify whether they are designed to motivate, intended for exploration, or integrate ideas. (SJM)

ED 071 940 SO 005 076

Coe, Rose Marie

International Relations, Social Studies: 6448.20.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—33p.; An authorized course of instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Curriculum Guides, *Foreign Policy, *Foreign Relations, Grade 10, Grade 11, Grade 12, International Education, *Political Science, Politics, Resource Units, *Social Studies Units, World Affairs

Identifiers—Florida, *Quinquimester Program

The forces affecting relations among nations as well as the effectiveness of decision making processes in international politics are examined and analyzed by 10th through 12th grade students in the elective quinquimester course clustering around political studies. Goals emphasize helping students to understand state interaction and the variables which affect this interaction, to predict the future of states in a nuclear age, and to formulate a reasoned philosophy of behavior for the interaction of states within the modern world system. Content focuses on the general understanding of international relations and foreign policy, and, in particular, the role of the state, power, diplomacy, economics, war and peace, international morality, law, and institutions. The format of the units is the same as previous quinquimester courses. (SJM)

ED 071 941 SO 005 077

European Renaissance and Reformation, Social Studies: 6414.12.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—10p.; An authorized course of instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Concept Teaching, Curriculum Guides, *European History, Grade 10, Grade 11, Grade 12, *History Instruction, Humanism, Interdisciplinary Approach, Medieval History, Resource Units, Secondary Grades, Social Change, *Social Studies Units, *Western Civilization, *World History

Identifiers—Florida, *Quinquimester Program

This survey course is one of the several quinquimester courses for grades 10-12 clustering around world studies. Emphasis is upon the social change taking place during the 14-17th centuries with

students analyzing the impact of the Renaissance and Reformation on Western society. Although the content focuses on history, other social science disciplines are integrated into the interdisciplinary study. Differing somewhat from the format of other quinquimester courses, this course contains a broad goals section, a content outline and a materials section, but excludes an objectives and learning activities section. The reason for this departure is that Holt, Rinehart and Winston has produced a project containing objectives and learning activities which would more than adequately support this nine-week unit, namely -- "The Shaping of Western Society: An Inquiry Approach," from the Carnegie-Mellon University. (SJM)

ED 071 942 SO 005 078

Wolf, Stephen M.

America Since the Civil War, Social Studies: 6416.09.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—48p.; Authorized Course of Instruction for the Quinquimester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Affective Objectives,

*American History, *American Studies, Cognitive Objectives, Concept Teaching, Curriculum Guides, Industrialization, Minority Groups, *Reconstruction Era, Resource Guides, Social Problems, *Social Studies Units, *United States History, Urbanization

Identifiers—Florida, *Quinquimester Program

Providing a broad framework of goals, content, teaching strategies, class activities, and resources, this quinquimester curriculum guide for students in grades 10 through 12 emphasizes economic, social, and political development in the United States since 1865. The content focuses on industrialization, minority groups, reform movements, foreign affairs, and current problems. Both affective and cognitive objectives are stressed. Major concepts of American history are introduced. It is hoped that students will not only gain knowledge of the content but also develop inquiry skills, attitudes and values needed to become intelligent participating citizens. The arrangement of the survey course is similar to the other series of quinquimester courses described in related documents. (SJM)

ED 071 943 SO 005 079

Pressure Groups and the Urban Community: Processes and Materials. Project Canada West.

Western Curriculum Project on Canada Studies,

Edmonton (Alberta).

Pub Date Jun 72

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*City Government, *Civics, Curriculum Development, Governmental Structure, Inquiry Training, Interdisciplinary Approach, Local Government, Political Issues, *Political Power, Political Science, Political Socialization, Problem Solving, Projects, Secondary Grades, *Social Sciences, Student Attitudes, Surveys, *Urban Studies

Identifiers—Canada, *Project Canada West

The project's activities during the past year to develop a process for analysis of the working of pressure groups in the political decision-making process are discussed in this report. In addition, information is given on the organization and developmental processes which the team used in the formulation and adaption of a unit. In the first part of the report the strengths and weaknesses of the processes of curriculum development are reviewed. The second part, dealing with samples of materials developed to date, provides a handbook for teachers which includes some of the basic ideas gathered from the various social sciences and assists the teacher in gaining a quick survey of the vast materials the team studied in the initial stages of the project. Suggestive rather than prescriptive, the handbook guides teachers in exploring any given civic issues by using a case study approach. The third part reports the involvement of supporting agencies. Also included is a summary of the pilot project and a specific case study, St. Leonard (Quebec). Major objectives, a framework, and a list of generalizations on the project are given in the related document ED 055 014. (SJM)

ED 071 944 SO 005 089

Canadian Environmental Concerns: Winnipeg, Manitoba. Progress Report. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jul 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, City Planning, *Curriculum Development, Curriculum Planning, Ecology, *Environmental Education, Interdisciplinary Approach, Pollution, Projects, Secondary Grades, *Student Attitudes, Teacher Developed Materials, *Urbanization, Urban Studies

Identifiers—Canada, *Project Canada West

Part I of this progress report places emphasis on curriculum development from the standpoint of the teacher-developer. The role is defined and factors such as teacher selection, release time, administrative cooperation, work schedules, assigned work space, and benefits to the school division and to the teacher are discussed. Recommendations deal with planning time: teachers should be hired for summer curriculum development and full release time should be given to development of materials, to field testing, and to evaluation. Part II reports on the to-date development of processes and materials. The approach to the six week program is interdisciplinary, with emphasis on geography and biology. The objectives (listed as ten Intended Learning Outcomes) are to develop student awareness of and increase positive attitudes toward urbanization. The use of films, transparencies, simulation games, taped interviews, and newspaper articles is outlined in an introduction to Urbanization and in sections of Population, Attitudes, Environmental Concerns, Legislation and Urban Planning. Under Environmental Concerns, behavioral objectives are listed for two to three day units on Water Pollution, Air Pollution, Urban Resources, Solid Waste Management, Noise Pollution, Food and Closed Ecosystem. The major ideas or skills to develop for each objective are listed, as are materials developed so far for each unit. Part III acknowledges assistance received from various agencies and organizations. A related document is ED 055 015. (JMB)

ED 071 945 SO 005 139

Singleton, John Ed.

Council on Anthropology and Education Newsletter, Volume III, Number 1.

Council on Anthropology and Education, Washington, D.C.

Pub Date Feb 72

Note—35p.

Available from—Council on Anthropology and Education, International and Development Education Program, University of Pittsburgh, Pittsburgh, Pennsylvania 15213

Document Not Available from EDRS.

Descriptors—Acculturation, *Anthropology, Cross Cultural Studies, Educational Research, *Educational Trends, *Ethnic Groups, *Ethnology, Japanese Americans, *Newsletters, Professional Associations, Social Sciences

Identifiers—*Educational Anthropology

General information on format, included, materials, broad concerns, objectives, and availability of the newsletter are described in Volume I, ED 048 049. This issue focuses on ethnology, offering two papers presented at the American Anthropological Association symposiums. The lead paper presents a psycho-cultural developmental approach to the understanding of individual and group ethnicity, and suggests a framework for viewing ethnic identity in relation to educational programs. The second paper examines the effects of one educational program, Japanese Language Schools in pre-war Hawaii, and suggests a conceptual framework in which the process of acculturation to American society can be viewed. In a third article problems, solutions, and experiments in teaching undergraduate anthropology are analyzed. A new feature, inaugurated in this issue, offers outlines and syllabi for innovative courses in educational anthropology, providing a mechanism through which the content and tactics of specific courses may assist in the growth of educational anthropology. (SJM)

ED 071 946 SO 005 140

Tate, Sean Alan

Evaluation in the Social Studies: A Critical Review of the Literature.

Pittsburgh Univ., Pa. International and Development Education Program.

Pub Date Oct 71

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, *Curriculum Evaluation, Evaluation Methods, *Evaluation Needs, Literature Reviews, *Social Studies, State of the Art Reviews

This paper looks at curriculum evaluation as it operates today and proceeds to examine evaluation in the social studies as viewed by some of the well-known authors in the field. This is followed by a review of evaluation used by some of the various social studies curriculum projects and presents a number of findings. The paper, according to the author, could be seen as a kind of informal "meta-evaluation" i.e., the evaluation of evaluation. The paper concludes that a formal meta-evaluation of social studies curriculum projects is needed if the field is to catch up to other disciplines and become more cohesive and worthwhile. Two appendices are given: the first contains a listing of curriculum development projects in social studies, while the second contains some definitions of the term "evaluation". A seven page bibliography is also found at the end of the paper. (FDI)

ED 071 947 SO 005 152

Canadian Urban Dynamics Project. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jul 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Planning, Community Study, Curriculum Design, *Curriculum Development, *Environmental Education, Individual Development, Projects, Secondary Grades, Simulation, Socialization, *Student Participation, Urbanization, *Urban Studies

Identifiers—Canada, *Project Canada West

This is a progress report of a curriculum development project aimed at involving students in community and regional development by creating an awareness of urban problems and instilling a sense of positive self worth and capability which will stimulate active community participation. Initial planning of the project is reported in ED 055 017. The work of the project team has been concentrated in three areas: 1) development of simulation activities and related background materials; 2) increase in knowledge of urban phenomena by teachers and students and a continuing consideration of available resource materials and educational processes; and 3) itemization of significant types of case studies. A series of eleven units of studies are included. Each deals with urban studies (planning, growth, environmental factors, political and social phenomena, the relationship between urban and rural areas, etc.), and lists activities and materials or any special conditions needed. Included in the appendices are an annotated bibliography of some simulations tested, instructional outlines for student projects, evaluation procedures, and the budget. Outside activities related to the project involving developers are listed. Two working papers detailing future goals and activities are appended. The emphasis is on involvement of additional teachers and the promotion of school community relationships to encourage student participation in community problems. (JMB)

ED 071 948 SO 005 153

Indian/Metis Project. Project Canada West.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jun 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indian Culture, Changing Attitudes, Cross Cultural Studies, Cultural Awareness, *Curriculum Development, *Ethnic Studies, Group Instruction, History, Human Relations, Inquiry Training, Intermediate Grades, Material Development, Projects, Role Playing, Secondary Grades, Social Attitudes, *Social Studies

Identifiers—Canada, *Project Canada West

The second part of a curriculum development program is reported in this progress report; Part A (A Teacher's Source Book) was reported in ED 055 016. In Part B, a teacher's guide, a curriculum unit and multi-media kit has been developed for students, aged 10-13, to study the

Metis/Indian peoples. Intended to cover four to six weeks, the materials are designed to be compressed or expanded, according to need. The objective is restated: to develop positive attitudes concerning people of native ancestry. Eliminating stereotyped images, teaching cultural background, illustrating communication difficulties and other acculturation problems experienced by minority groups are goals intended to develop a respect for, as well as a knowledge of, people of native ancestry. The unit of study, Tillicum, provides the teacher with a resource book, involves large group instruction and activities (including audio-visual aids) and makes use of Study Topic Cards. Forty-one cards are included in the kit which provide situational approaches to Indian/Metis history, cultural background, community development, land use, communication, and individuals. Several cards are included in the Appendix. The progress report includes a brief outline of the model and the developers of the unit and describes community involvement, teacher schedules, public relations, and projected plans, which call for the preparation of materials for high schools. (JMB)

ED 071 949 SO 005 154

Inner City Project: Student Initiated Research into Problems of the Inner City. Project Canada West. Annual Report.

Western Curriculum Project on Canada Studies, Edmonton (Alberta).

Pub Date Jul 72

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Design, *Curriculum Development, Environmental Education, Inner City, Inquiry Training, Instructional Materials, *Problem Solving, Projects, Secondary Grades, Social Problems, Social Sciences, *Student Research, Teacher Role, Urbanization, *Urban Studies

Identifiers—Canada, *Project Canada West

The goal of this curriculum development project is to promote student initiated research into problems of the inner city. Initial project planning is reported in ED 055 012. Emphasis in this annual report is placed on the teacher's role in program development. The first section clarifies how the developers believe teachers should be involved in each of the four major phases of program development: clarifying general educational objectives, determining curriculum objectives (stated in behavioral or operational terms), participating in instructional planning and evaluation. The work strategies used by the project team are reported. Since September, 1971, three team members have taught Grade 11 Urban Studies and have field tested aspects of the program. Materials developed to date include 1) a field trip kit (which has a route plan, observation sheets requiring students to analyse land use, pollution factors, housing, road conditions, etc., and a pamphlet outlining field trip planning procedures); 2) a simulation game (based on decision making procedures of municipal councils when faced with development issues); 3) a series of pamphlets on investigative techniques; and, 4) a multi-media workshop kit (which includes instructions on using and producing media materials). Planned for future development are a book of readings, a student's workbook, and a teacher's handbook. Contributions of supporting agencies are listed in the final section. (JMB)

ED 071 950 SO 005 164

Shimahara, Nobuo

Education Beyond Socialization.

Pub Date 72

Note—24p.; Paper presented at the Annual Meeting, American Educational Research Association, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alternative Schools, Conformity, Cultural Context, *Educational Change, Educational Innovation, *Educational Objectives, Educational Philosophy, *Educational Sociology, Individual Power, Organizational Change, Participation, Power Structure, Self Actualization, Social Action, *Social Change, *Socialization, Social Structure, Social Systems, Social Values, Student Alienation

Radical educational change cannot take place in isolation from societal change. American schools see themselves as agents of the society, charged with transmitting the values and behaviors considered central to the maintenance

of society. Critics of this functional view of socialization suggest schools should be instruments of radical change. However, these critics fail to examine the structural feasibility of their proposed innovations. Implementation of any radical educational change necessitates societal structural conditions responsive to such change. Presently education is dominated by the existing power structure. If one wishes the schools to move beyond socialization for this status quo to "reflective socialization" (a blend of critical reflection about and internalization of societal values and norms), one must combine social projects aimed at societal change with educational reconstruction. Social projects are short-term collective undertakings aimed at seeking critical social knowledge and reducing the alienating conditions of society. The goal of educational reconstruction is education beyond socialization, characterized by: 1) commitment to transforming inauthentic social reality; 2) a global orientation; 3) development of students' imaginative and creative capacities; 4) loosening of society's conventional norms of behavior; 5) new patterns of participative decision making; 6) education outside of schools; and 7) self-actualization. (KW)

ED 071 951 SO 005 166

Tate, Sean, Ed.

Newsletter, International Development Education Program, Volume II, Number 2, July 1972. Pittsburgh Univ., Pa. International and Development Education Program.

Pub Date 72

Note—15p.

Available from—International and Development Education Program, 165 Social Science Building (Box 4), University of Pittsburgh, Pittsburgh, Pennsylvania 15213

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, Comparative Education, Cross Cultural Training, *Developing Nations, *Educational Development, *Foreign Relations, Higher Education, Inservice Teacher Education, Intercultural Programs, International Education, *International Programs, *Newsletters, Research and Development Centers, Rural Education, Study Abroad

The newsletter promotes graduate study, research, and international service activities, including seminars, workshops and other specifically designed programs on campus or abroad, facilitating the role of educational institutions and programs in international development. Typical newsletter items include current programs, faculty and program notes, and news from the field. In this issue, a lead article describes El Macaro, a rural teacher-training institution in Venezuela. Information on the background of the institution and on more recent developments are provided, including the establishment of a teachers' materials production center and reorganization of El Macaro. There are future plans in Venezuela to build and establish at least seven more institutions similar to this one. Volume II, presenting the first of a series of reviews of new materials in the field, offers an annotated bibliography of publications by universities, educational centers, and private publishers. Forthcoming newsletters are announced for October 1972 and February 1973. Those interested in receiving the newsletter should request that their name be placed on the mailing list. (Author/SJM)

ED 071 952 SO 005 174

Lassey, William R. And Others

Applications of Social Science to Management Information Systems and Evaluation Process: A Peace Corps Model.

Pub Date 72

Note—24p.; Paper presented at the Annual Meeting of the Rural Sociological Society, Baton Rouge, La., August 25-27, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Evaluation Methods, *Management Development, *Management Information Systems, Models, *Social Sciences, Systems Analysis

Identifiers—Peace Corps

This study discusses some of the central concepts, assumptions and methods used in the development and design of a Management Information and Evaluation System for the Peace Corps in Colombia. Methodological problems encountered are reviewed. The model requires explicit project or program objectives, individual staff behavioral objectives, client change-objectives, specification on inputs, and description and verification of outputs for staff and client changes. Verification procedures include a work situation description and analysis, in-process reports and meetings, and an end of service report and review by field personnel with staff verification. A process and analytical outline is presented and discussed. An appendix is also included—Initial Analytical Possibilities for M. I. & E. System outputs. (FDI)

ED 071 953 SO 005 175

Starr, John W., III

The Development of a Program to Make the Historical Museum and Institute of Western Colorado: Grand Junction, Colorado - An Educational Institution.

Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date 21 May 72

Note—75p.; Report completed during the Summer 1972 Resources Development Internship Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Community Cooperation, Community Education, Community Resources, *Educational Programs, History, Internship Programs, *Museums, *Program Evaluation, Resource Centers

Completed by a WICHE intern as part of an effort to bring together community organizations with institutions of higher education, the report compiles and assesses the educational program presently offered by the Grand Junction Historical Museum and Institute of Western Colorado. A major objective was to help the museum develop a program to change its image at the local, state, and federal levels from one of a basic depository to that of an educational institution. The first part of the booklet deals with the museum's present image, available educational services, and possible future services. The major portion of the report is comprised of materials prepared by the writer as a direct outgrowth of the study and consists of: 1) a museum tour guide; 2) a community news release; 3) a pamphlet of samples of materials on display at the museum; 4) a suggested Greenbelt proposal; 5) a discussion of how the museum and institute can be of educational assistance to Mesa College; 6) a paper written for dissemination to the community on the need to support the museum; and 7) an evaluation of what services should/could be offered to the community by the museum and institute. (SJM)

ED 071 954 SO 005 177

Millstein, Beth And Others

Women Studies: Women in American History; HERstory-Changing Roles of American Women. Preliminary Edition.

New York City Board of Education, Brooklyn, N.Y. Bureau of Social Studies.

Pub Date 72

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American History, Civil Liberties, Curriculum Guides, *Feminism, Instructional Materials, Secondary Grades, Social Problems, *Social Studies Units, Social Values, *Women's Studies

Two draft courses of study together with some suggested learning activities are presented for initial tryout and experimentation: 1) Women's Studies - Women in American History; and 2) HISTORY and HERstory: Changing Roles of the American Women. These experimental curriculum materials may serve as resource for an option, an alternative, an elective, a mini course or as a supplement for existing courses. Feedback from experiences with these materials will help shape the future publication. The teaching of concepts and the development of skills are major considerations in the implementation of this project. The galaxy of courses, options and teaching modules in the secondary schools can serve as a valuable curriculum resource for supervisors and teachers to meet the demands for meaningful materials. A bibliography and a list of women's studies organizations is also included. (FDI)

ED 071 955 SO 005 178

East, Maurice A.

The International System.

Denver Univ., Colo. Center for Teaching International Relations.

Pub Date [72]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Guides, *Foreign Relations, *International Education, Secondary Grades, Social Sciences, *Social Studies Units, *Systems Approach, *World Affairs

Designed as a unit for an international relations course, this systems approach paper outlines a learning method which contributes to the student's awareness that the United States is only one of many actors in the world. It also makes the student aware that there are limitations on the U. S. individual actions because of this interdependence and commonality of interest. Divided into parts, the first section of the outline discusses why the infiltration of the international relations into existing social sciences programs is needed while the second section focuses on the use of the systems approach in teaching. This unit can also make use of films and would require at least 1 week of class time with outside assignments. (FDI)

ED 071 956 SO 005 179

Thiry, Leon

Two Years of Experience in Teaching an Undergraduate Course on World Peace.

Pub Date [72]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Conflict Resolution, *Course Descriptions, Curriculum Development, Curriculum Guides, Higher Education, Interdisciplinary Approach, *International Education, *Peace, Philosophy, Psychology, Social Sciences, War, World Affairs, *World Problems

An outline and related bibliography for a world peace course is presented in this paper. Designed for the college student, the course encompasses an interdisciplinary approach focusing primarily on the philosophical and the psychological aspects of the problems of peace. In this paper, the author also reflects on his involvement in the development of this course and the students' response to it. Some of his general observations in teaching the course are that: 1) some students seem to oppose world government because they are convinced that all governments are villains; 2) many students have no sense for the historical aspects of problems; and, 3) many students feel that the moral aspects of war and war practices are irrelevant because "nobody cares anyway." (DFI)

ED 071 957 SO 005 180

Larson, W. Douglas, Ed.

High School Philosophy Newsletter, Volume 1, Number 2.

Center for High School Philosophy, Rock Island, Ill.

Pub Date Aug 72

Note—12p.

Available from—Center for High School Philosophy, 1308 20th Street, Rock Island, Illinois 61201 (Published for members of the Association/membership fee \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *High School Curriculum, *Humanities Instruction, *Newsletters, *Philosophy, Secondary Grades

The newsletter provides useful information for the introduction of philosophy as an organized high school course. Through the newsletter, the Center disseminates information about its operation, and further, facilitates the exchange of information about other places engaged in basic research experimentation about curriculum, methods, and implications of high school philosophy. Four main articles are included in this issue. The lead article, The View of the Center, discusses the rising interest, special problems, and values of introducing a philosophy course. The second article briefly examines the introduction of philosophy into the Lyons Township High School. Other articles include a brief review of "The Report of a 1968-1971 Feasibility Study on High School Philosophy," and a paper describing an attempt to introduce the history of scientific ideas into two all black high schools in Chicago. The newsletter is published for members of the Association for High School Philosophy. A related document is ED 063 220. (SJM)

ED 071 958 SO 005 181

Ways and Means of Teaching About World Order.

World Law Fund, New York, N.Y. School Program.

Pub Date 72

Note—16p.; Eight Newsletters, Fall 1969 to Winter 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developed Nations, Developing Nations, Disarmament, Economic Development, Foreign Relations, *International Education, International Law, *Newsletters, *Peace, Resource Guides, Secondary Grades, Social Change, Social Studies, *Teaching Techniques, Technological Advancement, Values, War, *World Affairs, World Problems

Identifiers—Futurism, *World Order

These newsletters are a regular feature of the edition of the Progress Report sent to teachers, and further, supplement the World Law Fund's catalog of publications. Issues provide teachers with professional information on materials and techniques for teaching about world order. Typical inclusions present sample lesson plans and unit descriptions, announce new curriculum materials and innovative teaching techniques, and list resources on organizations, documents, selected bibliographies, and resource centers dealing with topics relating to teaching about world order. The eight issues, all dealing generally with world order, focus on foreign relations, peace, futurism, international education, racism, economic development, human rights, arms policy, and war. Those interested in receiving the mailings should request that their name be placed on the mailing list. (SJM)

ED 071 959 24 SO 005 182

Sears, David O.

Development of Concepts of Political Conflict and Power by 5th and 8th Graders. Final Report. California Univ., Los Angeles. Dept. of Psychology.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-9-0444

Pub Date 1 Aug 72

Grant—OEG-9-9-140444-0058

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Concept Formation, Conflict, Grade 5, Grade 8, *Minority Group Children, *Political Attitudes, Political Power, *Political Socialization, Student Attitudes

This research investigated pre-adolescent children's concepts of political conflict and power, and the processes by which these are acquired. It focused particularly upon the acquisition of such attitudes by Black and Mexican-American children, minority groups currently involved in deep social and political conflicts. The data were obtained with a written questionnaire administered to 946 fifth and eighth graders in Fresno, California. The main categories of predictor variables included were: demographic, personality, attitudes about interpersonal relationships, cognitive biases, political involvement, and political sophistication. The main dependent variables were attitudes toward political conflict, civil liberties, interest groups, political partisanship, racial and ethnic groups, and attachment to the nation and political authority. From partial results of this report, it appears that a majority of the children have acquired coherent attitudes concerning political conflict and power by the onset of adolescence. (FDI)

ED 071 960 SO 005 183

Cheaney, Lee

Youth and Drugs. Internships in Drug Education: A Feasibility Study.

Western Interstate Commission for Higher Education, Boulder, Colo. Resources Development Internship Program.

Pub Date Sep 71

Note—93p.; Intern Report, The Summer 1971 Resources Development Internship Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Cooperation, Community Education, *Drug Abuse, *Drug Education, *Health Education, *Internship Programs, Youth Problems

New statistics indicate that drug use is prevalent among today's youth for reasons of alienation, affluency, a philosophy of experimentation, peer pressure of social acceptance, availability of drugs, and changing values. The solution lies not in punitive measures but in education as

a practical approach. Although much is being done toward drug education in teacher training institutions, through the Drug Education Act of 1970 and through state educational programs, the scope of the drug problem and its effect on young people is so overwhelming that WICHE is interested in developing an effective drug education program to operate within the Western States, thereby supplying a vast network of community drug education programs. Emphasis in this report is on the feasibility of the WICHE Drug Education Internship Program which would recruit students to be placed with sponsor agencies in local communities. Three main goals of this program are to: provide college students with an educational experience in the field of drug education; promote cooperation of youth and adults in combating drug abuse; and provide agencies with specialized student manpower to aid in developing community-based drug education programs. Appendices include letters and questionnaires to introduce programs, extract interest and support programs, a preliminary WICHE proposal, and a bibliography. (SJM)

ED 071 961 SO 005 199
American Civilization in Historic Perspective. Part II—Education. A Guide for Teaching Social Studies, Grade 11.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship Responsibility, Civics, Educational Finance, *Educational History, Educational Objectives, *Educational Sociology, Grade 11, Resource Guides, Secondary Grades, *Social Studies, Teaching Techniques, *United States History

Identifiers—*Historiography

The relationship of education to the society in the various periods of American history is emphasized in this teaching guide for eleventh grade students. Through the educational history frame of reference, students compare such current concerns as school governance and community interests concerning problems in financing education with the relationship of education to society. Teachers will find references in this guide to the syllabus topic IV described in ED 065 385. The strategies, suggested learning materials and cue samples are intended to help them in implementing the Education segment of this topic, utilizing an inquiry approach. Understandings focus on the purpose of education, citizenship preparation, the financing of education, the changing role of the schools, education as a reflection of society, and education as an individual attainment. Included in the appendix is the report of the department-sponsored Glens Falls Conference. (Author/SJM)

ED 071 962 SO 005 200

Teaching About Latin America.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 72

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, Area Studies, Comparative Analysis, *Curriculum Development, Curriculum Guides, Inquiry Training, *Latin American Culture, *Resource Guides, Secondary Grades, Simulation, Slavery, *Social Studies, Student Developed Materials, Teacher Developed Materials, Teaching Techniques

Identifiers—*Latin American Studies

This publication is offered as a resource guide for teachers rather than as a prescriptive syllabus. No course of study is delineated and no course objectives are spelled out. Instead there are illustrative examples for applying discovery techniques to the study of Latin America, suggestions of various themes useful in organizing a course of study for secondary grades and selected listings of resource materials. The booklet is divided into the following sections: The Present State of Latin American Studies; Inquiry and Latin American Studies; The Latin American Studies Course-Alternative Structures; Introducing Latin America to the Less Academically Oriented; Developing Teacher- and Student-Produced Materials; Simulation and Latin American Studies; Studies in Comparative Institutions-Slavery in the United States and Latin America;

and, Latin America for the General Social Studies Teacher-An Introductory Bibliographic Essay. (FDI)

ED 071 963

SO 005 201

Hickey, Mike

Evaluating Alternative Schools. Changing Schools, An Occasional Newsletter.

Indiana Univ., Bloomington. School of Education.

Pub Date 72

Note—9p.; A synthesis of ideas discussed at the Wingspread Conference on Educational Alternatives, April, 1972, Racine, Wisconsin.

Available from—Educational Alternatives Project, School of Education, Room 328, Indiana University, Bloomington, Indiana 47401 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alternative Schools, Educational Accountability, Evaluation Criteria, *Evaluation Needs, Experimental Programs, *Experimental Schools, Formative Evaluation, Newsletters, *Program Evaluation

Ideas on the necessity for evaluating alternative programs and on developing evaluation programs are examined in this position paper. Many alternative schools, opposed to measurement of their program from a philosophical and defensive standpoint, view evaluation in a negative light because the purpose is not understood. However, evaluation can be an integral part of an ongoing formative evaluation process; establish credibility for an innovative program; identify workable educational strategies; and set the stage for student evaluation. Problems and issues in alternative education are varied. One of the problems mentioned is that the stereotype of a good evaluation is one where no negative information is brought forth -- whereas, in contrast, a good evaluation provides direction for program improvement. Another problem is that an inadequacy of evaluation instruments and evaluators exists. Other issues and problems relate to stringent demands, the role of behavioral objectives, and evaluation by external sources. In summary, evaluation needs to be an integral part of the planning process with the staff and the central administration establishing goals and objectives which can be evaluated. (SJM)

ED 071 964

SO 005 202

Madden, John R.

Project 18: Effectively Influencing Political Decisions.

Lower Merion Township School District, Ardmore, Pa.

Spons Agency—League of Women Voters of Pennsylvania.; Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Community Affairs, Harrisburg; Pennsylvania State Dept. of Education, Harrisburg.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, *Citizen Participation, Citizenship Responsibility, *Civics, Elections, Political Attitudes, Political Influences, Political Issues, Political Power, *Political Science, Political Socialization, Politics, Program Descriptions, Projects, Secondary Grades, *Social Action, Social Studies, Teaching Techniques, *Voting

Identifiers—*Project 18

A program description of a social studies curriculum development project supported by an ESEA Title III Grant is presented in this paper. The course, designed for secondary students who will soon be voting, focuses on the importance of active involvement and citizenship responsibility for participation in the democratic process. The major objective is to teach practical politics in a way that is not only interesting but motivates students. Simulations emphasizing role playing, case studies, small group activities, and independent learning projects are some of the flexible teaching techniques employed. The course is divided into six sections: 1) an introduction to politics stressing power relationships and influence, and political behavior; 2) the citizen's role in government; 3) the structure and function of American political institutions; 4) elections, voting, and campaigning; 5) characteristics of influencing political attitudes and behavior; and 6) analyzing and evaluating the political decision making process. In addition, brief information is included on inservice workshops, dissemination activities of the project, funding, and staffing. A related document is SO 004 984. (SJM)

ED 071 965 SO 005 203
Program Strategy in Education and Human Resources: Fiscal Year 1973-1974 Revised Edition.

Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.

Pub Date Aug 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Educational Economics, *Educational Strategies, *Educational Technology, *Human Resources, Manpower Utilization

This program strategy in education, revising and updating the earlier version of June 1971, focuses on strategic aims, plans and efforts in four areas concerning education and human resources. Emphasis is upon specific strategies for the four priority problem areas covering educational technology, non-formal education, educational finance and human resources. For each area information is included on the problem statement, development potentials, strengthening capabilities of the United States and developing countries, future directions and prospects, and resource allocations. In addition, information is given on the background, definition of terms, purpose, and function of the Technical Assistance Bureau and the Office of Education and Human Resources. Lastly, externally determined program activities concerning information transfer for development are discussed. (SJM)

ED 071 966 SO 005 206

Grotelueschen, Thomas

Political Orientations of Black Children in Northern Florida. Final Report.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-D-018

Pub Date Aug 72

Grant—OEG-4-72-0013

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Research, Elementary School Students, Ethnic Groups, Minority Group Children, *Negroes, *Political Attitudes, *Political Socialization, Student Attitudes

Designed to investigate the political orientation of Black children and, further, to use the findings for determining the need for appropriate political education programs, this study describes the political attitudes of 707 Black elementary school children (283 rural and 404 urban) from Northern Florida. Through questionnaires, and follow-up interviews of 78 subjects, research data were gathered on the political efficacy and trust; image of the government, president, and policeman; and trust and efficacy reactions to three levels of government. These areas of investigation were selected on the basis of their theoretical significance relative to children's developing political orientations. Findings indicate that the subjects were found to: hold generally low levels of political efficacy and trust; negatively evaluate the government and the president, but positively evaluate the policeman; perceive the local government as more facilitative of political efficacy than the Federal or state governments; and perceive the Federal government as more trustworthy than state or local governments. (Author/SJM)

ED 071 967 SO 005 207

Dubocq, Edward R.

Three Dimensional Design (Sculpture), Art: 381.09.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—47p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Appreciation, *Art Education, Behavioral Objectives, Course Content, Course Objectives, Curriculum Guides, Guidelines, Learning Activities, Resource Guides, *Sculpture, Secondary Grades, *Visual Arts

Identifiers—Florida, *Quinmester Program

The elective quinmester art course, designed for grades seven through twelve, focuses on helping students develop an appreciation for sculpture, creative abilities, and "sculptural awareness", i.e., realize the impact that various forms

of sculpture in the environment have on individuals. The curriculum guide includes outlined sections on rationale, guidelines, behavioral objectives, course content, course procedures, strategies, suggested learning activities, and film and textbook resources for pupils and teachers. Related documents are SO 005 269, SO 005 271, and SO 005 273. (SJM)

ED 071 968 SO 005 268

Alchin, Don D.

Cuban History and Culture, Social Studies: 6478.19.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—103p.; Authorized Course of Instruction for Quinmester Program

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Acculturation, Activity Units, Adjustment Problems, *American History, Behavioral Objectives, Cultural Awareness, Cultural Background, Curriculum Guides, Human Relations Units, Immigrants, Junior High Schools, Latin American Culture, *Minority Groups, *Refugees, Resource Guides, *Social Studies Units, Spanish Americans, *Spanish Culture

Identifiers—Cubans, Florida, *Quinmester Program

In this elective quinmester course clustering around behavioral studies, Junior high students study Cuban heritage; Cuban events leading up to the migration to the U.S.; and Cuban-American population as it now exists in the U.S., including refugee problems, contributions, and the future. The focus is upon helping teachers and students understand and view the Cuban influx in Miami as a unique social phenomenon by comparing similarities between problems faced by earlier immigrants to America and those faced by minority groups such as today's Cuban refugees. The course content outline contains seven parts: 1) the nature and significance of the Cuban influx; 2) a brief survey of Cuban culture, geography, and history; 3) a study of America's Spanish heritage; 4) the psycho-social, economic, language, educational, and cultural problems of the immigrants; 5) contributions made by Cubans; 6) significance of cultural pluralism; and 7) examination of how the study might affect the future relationships of Cubans in Miami, along with suggestions for better human relations. The format arrangement is identical to other quinmester courses with sections on goals, content outline, objectives, learning activities, and materials. (Author/SJM)

ED 071 969 SO 005 269

Diacio, Ralene

Relief in Design (Block Printing), Art Education: 6683.11.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—39p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Art Education, Behavioral Objectives, Course Content, Course Objectives, Curriculum Guides, *Design, *Graphic Arts, Guidelines, Learning Activities, Resource Guides, Secondary Grades, *Visual Arts

Identifiers—Florida, *Quinmester Program

Basic printmaking processes and techniques are explored from a historical point of view in this quinmester curriculum guide for grades seven through twelve. Application of design using a variety of media, including linoleum, wood, found materials, paper, and cardboard, is emphasized. Major objectives are for students to: identify historical and contemporary relief prints; work and manipulate printmaking tools, equipment and materials necessary for relief printmaking; and to design and produce relief prints. Outlined information is included on course description, rationale, guidelines, objectives, course content based on historical background and important names in printmaking, suggested activities, terminology for relief prints, and resources for students and teachers. Related documents are SO 005 207, SO 005 271, and SO 005 273. (SJM)

ED 071 970 SO 005 270

Fensin, Edna H.

Giants in Art, Visual Arts Education, Social Studies: 6677.08.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—36p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, Art Appreciation, *Art Education, Behavioral Objectives, Course Content, Course Objectives, *Curriculum Guides, Grade 7, Grade 8, Grade 9, History, Junior High Schools, Learning Activities, Resource Guides, Social Studies, *Visual Arts

Identifiers—Art History, *Quinmester Program

Art concepts are surveyed from the beginning of recorded time of the stone age to present day contemporary society in this curriculum guide for grades seven through nine. Since art reflects culture, the student interprets the past, analyzes the present, and projects the future by using art as a medium. Objectives are for the student to identify elements of composition, value, and universality in works of art; to trace the development of a specific style of art by examining the social, political, and religious development of each period; to recognize original works of art; and to relate to the world through art. Course content focuses on the history of civilization through art as a portrayal of human experiences. Teaching techniques include demonstrations, lectures, multi-media instruction, field trips, and readings. In addition to the above information, guidelines, objectives, and student and teacher resources are provided. Related documents are SO 005 207, SO 005 269 through SO 005 273. (SJM)

ED 071 971 SO 005 271

Marinaccio, Louis M.

Creative Ceramic Design, Art Education: 6688.01.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—34p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Art Education, Art Products, Behavioral Objectives, *Ceramics, Course Content, Course Objectives, Creative Expression, Curriculum Guides, *Design, Guidelines, Learning Activities, Resource Guides, Secondary Grades, Skill Development, Techniques, *Visual Arts

Identifiers—Florida, *Quinmester Program

A mastery of skills in creative ceramic arts is recommended for students in grades 9 through 12 before they attempt this quinmester course. Emphasis is upon students acquiring an understanding of the historical development of ceramics enabling them to identify outstanding ceramics of the past; basic kinds of ceramic art and ceramists from various countries; and several outstanding contemporary American ceramists. Other objectives are for students to master a working knowledge of clay preparation and handling, clay forming, decorating, glazing, and firing. The format, in outline form, includes information on rationale, guidelines, objectives, course content, suggestions for setting up criteria for evaluation, and pupil resources. Related documents are SO 005 207, SO 005 269, SO 005 273, and ED 061 232. (SJM)

ED 071 972 SO 005 272

Silkebakken, Dennis L.

Band II, Music: 5623.50.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—19p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), Course Content, Course Objectives, Curriculum Guides, *Music, Music Activities, *Music Education, Music Reading, Music Techniques, Resource Guides, Secondary Grades, Task Performance

Identifiers—Florida, *Quinmester Program

This quinmester course of easy-to-medium difficulty is recommended for pupils who have had band or have demonstrated satisfactory proficiency on an instrument. Emphasis for both musicianship and performance is placed on intonation, phrasing, sight-reading, and instrumental technical facility, as well as responsibility of the individual to the total group. Opportunities are given for performance in concert. Course content stresses the development of performance skills in logistics, tone, pitch, articulation, interpretation, rhythm, chromatic scales, major scales and chords, forms, and musical vocabulary. Pupils will also acquire a broad picture of the major periods in music history and become familiar with the major forms, stylistic characteristics, and major

composers of each period. Course procedures, strategies, and suggested learning activities are arranged in weekly periods, with every piece of music selected for specific musical purposes. Resources for students and teachers, and a selected music list is included. (SJM)

ED 071 973

SO 005 273

Hilf, Anne C.

Creative Enameling Art, Art Education: 6681.22.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art, *Art Education, Behavioral Objectives, Course Content, Course Objectives, Creative Art, Curriculum Guides, Guidelines, Learning Activities, Resource Guides, Secondary Grades, *Visual Arts, Vocabulary

Identifiers—Enameling, Florida, *Quinmester Program

Designed for students in grades seven through twelve, this elective, quinmester guide offers an outline on techniques in enameling. Objectives are for students to research, demonstrate, experiment in, and evaluate the art of enameling by tracing the historical development of the art, applying elements of design, demonstrating techniques and procedures and evaluating their own work in class discussion. The course outline contains a course description, rationale, guidelines, objectives, course content, strategies and procedures for design, firing, preparing metals, soldering, suggestions for the instructor, and resources for students and teachers. Related documents are SO 005 207, SO 005 269, and SO 005 271. (SJM)

ED 071 974

SO 005 274

Peel, Jerry

Instrumental Techniques: Brass, Music: 5642.3-1.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—26p.; Authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bands (Music), Course Content, Course Objectives, Curriculum Guides, Laboratory Training, *Music, Music Activities, *Musical Instruments, *Music Education, Music Reading, *Music Techniques, Resource Guides, Secondary Grades, Skill Development

Identifiers—Florida, *Quinmester Program

The quinmester course is designed for students who have completed a music level 2 course or demonstrated advanced musicianship and/or performance skill. Course objectives, focusing on musicianship and performance, employ a lab approach in which pupils develop skill in playing brass instruments, sing, listen to, read and compose music with emphasis on identification of elementary concepts of modes and forms. The guide includes outlined information on course content, course procedures, strategies, suggested learning activities, and resources for pupils and teachers. Related documents are SO 005 272, ED 061 246, and ED 061 248. (Author/SJM)

ED 071 975

SO 005 275

Ratchford, Frank

The Problem is People, Social Studies: 6425.07.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—52p.; An authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Behavioral Objectives, Curriculum Guides, *Demography, Environmental Education, Grade 10, Grade 11, Grade 12, *Population Education, *Population Growth, Population Trends, Resource Guides, Secondary Grades, *Social Problems, *Social Studies Units, World Problems

Identifiers—Florida, *Quinmester Program

Population education is the focus of this quinmester curriculum guide for secondary students. By examining and comparing past population theories of Malthus and Marx with present theories students will better understand the present situation, cultural attitudes toward the problems, and the ecological consequences of overpopulation. Objectives are for students to: 1) be aware of available information sources on population education; 2) explain the implications of demographic transition; 3) analyze changes that have taken place in birth and death rates; 4) devise a

method to illustrate the effect of migration on population distribution of an area; 5) calculate and predict the population growth of selected nations; 6) generalize from given data the economic effects of population growth; 7) cite hazards of unrestricted population growth; 8) predict actions to stabilize population problem. The guide is divided into sections on broad goals, content outline, objectives and learning activities, and materials. (SJM)

ED 071 976

SO 005 281

Marinaccio, Louis M.

Gem Treasures (Lapidary I), Art Education: 6681.23.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—25p.; An authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Behavioral Objectives, Course Content, Course Objectives, Curriculum Guides, Grade 9, Grade 10, Grade 11, Grade 12, High School Curriculum, *Industrial Arts, Resource Guides

Identifiers—Florida, *Lapidary, Quinmester Program

This quinmester course outline includes a course description and rationale, objectives, an outline of content, evaluation suggestions, resources for students, and a bibliography. The course is suggested for pre-vocational students in grades 9-12. Course content ranges from a definition and background section, to preparation and handling and forming gem stones. At the end of the course the student should, among other things, be able to: 1) identify the work of several outstanding contemporary lapidists; 2) demonstrate the method of preparing and handling gem stones for tumbling and polishing; 3) demonstrate the method of gem tumbling and polishing; 4) demonstrate the method of gem cutting. Resources for students tools and equipment used for tumbling and cutting. Resources for students include books, periodicals, suggested places to visit, and professional schools, universities, and workshops specializing in lapidary. (JLB)

ED 071 977

SO 005 284

Diaco, Ralene

Calligraphy, Art Education: 6693.06.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—26p.; An authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Education, Behavioral Objectives, Commercial Art, Course Content, Course Objectives, Curriculum Guides, *Manuscript Writing (Handlettering), Resource Guides, Secondary Grades, *Visual Arts

Identifiers—Florida, *Quinmester Program

This guide for an elective quinmester calligraphy course describes it as an exploratory course in the creation of original works using advertising design as the source of the techniques and processes. Intended for grades 7 through 12, the course places particular emphasis on developing the elements of design: line, shape, color, value, and texture, through the use of a wide variety of two-dimensional media. Course content includes activities to facilitate mastery of basic lettering style, application of design elements layouts, and creative interpretations and expressive use of calligraphy. Significant events and people in the historical development of written symbols are also investigated. Some of the course objectives are that the student will be able to: 1) manipulate pens, brushes, and other tools to produce a consistent alphabet; 2) apply the elements of design in the layout of a calligraphic design plate; and 3) relate calligraphic production of visual symbols to the areas of advertising design and commercial art. Activities to facilitate achievement of objectives are suggested. A variety of general teaching suggestions and resources for students and teachers are included. (JLB)

ED 071 978

SO 005 287

Blinn, Herbert Weinfeld, Herbert

Tribes and Nations: Emerging Africa, Social Studies: 6478.04.

Dade County Public Schools, Miami, Fla.

Pub Date 70

Note—34p.; An authorized Course of Instruction for the Quinmester Program

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *African American Studies, *African Culture, *African History, *Area Studies, Behavioral Objectives, Colonialism, Concept Teaching, *Cross Cultural Studies, Cultural Awareness, Curriculum Guides, Developing Nations, Inquiry Training, Junior High Schools, Nationalism, Non Western Civilization, Resource Guides, Social Studies Units

Identifiers—*Quinmester Program, SubSahara

Materials and information in this quinmester curriculum guide for grades seven through nine focus on tribal living in Sub-Sahara, European influence in Africa, and the African's desire for independence. Activities are offered which stress discussion, inquiry strategies, and concept teaching on tribalism, colonialism, and nationalism in an attempt to enable students to analyze the accomplishments, customs, and existing problems in these societies. Content is related to the course goals emphasizing that students should rid themselves of negative stereotypes about Africans; recognize pre-colonial involvement and reasons for colonization by Europeans; identify and differentiate between the European colonizers and their policies and their varying cultural effects upon Africa; identify factors which gave impetus to the growth of nationalism; recognize social, economic and political problems of national development; and compare in a cross cultural approach American and African societies. A framework of broad goals, content, objectives and learning activities, and materials is outlined. (SJM)

ED 071 979

SO 005 295

White, Lydia

Impact: World Development in British Education.

Voluntary Committee on Overseas Aid and Development, London (England). Education Unit.

Pub Date Sep 71

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developing Nations, *Development, Test Bias, Test Interpretation, Textbook Bias, Textbook Evaluation, *World Affairs, World Problems

Identifiers—*Worldmindedness

Aspects of British education which are relevant to the study of world development are examined in this publication. The first three articles analyze respectively various textbooks, examination papers, and syllabi for attitudes, topics, and values presented in them which deal with developing countries in relation to world development issues. In History and Geography, Examining Boards are becoming more aware of the need to teach about the Third World and the syllabi and textbooks amplify these findings. The fourth article on teaching about world development in colleges of education is based on two surveys undertaken by VCOAD in 1968 and 1970 and indicates that in some parts of the country student teachers have good opportunities to learn about the Third World. The final article, a short report on an important conference of educationists convened by VCOAD in April 1971, examines the reasons for teaching about the Third World in British schools, and works out suggestions on the most effective ways of undertaking such teaching. (SJM)

ED 071 980

SO 005 296

Azzouz, Azzedine And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 5, Number 3.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-55026-03

Pub Date 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Art Education, *Comparative Education, *Educational Administration, Educational Improvement, Educational Methods, *Educational Practice, Educational Problems, Elementary Education, *Foreign Countries, Higher Education, Instructional Materials, Islamic Culture, Religious Education, Secondary Education, Teacher Education, Vocational Education

Identifiers—Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

Information on various aspects of education in the Maghreb countries is provided in this annotated bibliography which is part of an educational series. One hundred entries consisting primarily of works from newspaper and government documents and a few periodicals, published in those countries during 1971 and a few in 1972, comprise this work. Emphasis is placed on sections dealing with educational organization in elementary, secondary, vocational, higher education, and adult education, and educational administration in North Africa. Other sections deal with philosophy and theory, educational statistics, teacher training, teaching aids, religious, artistic, and special education, cooperation, and special problems. Abstracts are in English and each entry is marked to indicate the particular country. Other documents in this series are listed in ED 043 067 and ED 047 585. (SJM)

ED 071 981

SO 005 297

Azzouz, Azzedine. And Others

Selected Bibliography of Educational Materials: Algeria, Libya, Morocco, Tunisia. Volume 5, Number 2.

Agence Tunisienne de Public Relations, Tunis (Tunisia).

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-72-55026-02

Pub Date 71

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Art Education, *Comparative Education, *Educational Administration, Educational Improvement, Educational Methods, *Educational Practice, Educational Problems, Elementary Education, *Foreign Countries, Higher Education, Instructional Materials, Islamic Culture, Religious Education, Secondary Education, Teacher Education, Vocational Education

Identifiers—Algeria, Libya, *Maghreb Countries, Morocco, Tunisia

The annotated bibliography, arranged by major topics as are other documents in the series, comprises one hundred entries. The scope, topics, format, arrangement, and time period covered are similar to SO 005 296. Emphasis is upon providing information on various aspects of education in Maghreb countries. (SJM)

ED 071 982

SO 005 310

Fox, Karen F. A.

The National Assessment of Citizenship: Implications for Social Studies Research.

Pub Date Nov 72

Note—15p.; Paper presented at meetings of the National Council for the Social Studies, Boston, Mass., November 21, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Citizenship, Educational Accountability, Educational Objectives, Measurement Goals, Models, *Research, *Social Studies

Identifiers—*National Assessment of Educational Progress

In this paper the National Assessment of citizenship's objectives, procedures, exercises, and findings are considered as a source of implications for further research in the area of social studies. First, the methodology of National Assessment can be used as a model for developing objectives, and for devising exercises to measure attainment of social studies objectives. Social studies curricula now depend highly upon standardized tests which compare each student with the average performance of all students, emphasize the average range, and require each respondent to answer all items. In contrast, National Assessment instruments are criterion-referenced, measuring the performance of groups of students, are geared to the ability of the high, average, and low student, and employ a sampling matrix. Secondly, the materials and exercises are available to researchers and have application to other areas in the social studies. Lastly, National Assessment data at their disposal, social studies researchers can interpret, apply and extend the findings in numerous ways. (SJM)

ED 071 983

SO 005 312

Dynneson, Thomas L. Taylor, Bob L.

The Review of and Reaction to Selected Anthropology Projects by Professional Anthropologists.

Pub Date [72]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Anthropology, Archaeology, Curriculum Development, *Curriculum Evaluation, Elementary Grades, *Instructional Materials, Projects, Secondary Grades, *Social Studies

The main concern of this paper is to determine the accuracy and representativeness of anthropology material from: Anthropology Curriculum Project (ACP); Education Development Center's Man A Course of Study (MACOS); Materials and Activities for Teachers and Children (MATCH); University of Minnesota's Project Social Studies; Anthropology Curriculum Study Project (ACSP); and High School Geography Project (HSGP). The materials analyzed in this study were submitted to a panel of professional anthropologists made up of five members of the Department of Anthropology at the University of Colorado, with different specialties—cultural, physical, archeology, and linguistics. A questionnaire was specially designed for the study and was divided into three parts—printed material, audiovisual material, and summary statements on specific and general items in the material. The project materials were all rated accurate and representative, though every project had some minor discrepancies or specific items to which the anthropologists took exception. (Author/JLB)

ED 071 984

SO 005 317

Crosby, Sandra G.

Man: A Course of Study. Program Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Affective Objectives, *Anthropology, Course Content, Course Objectives, *Inquiry Training, Interdisciplinary Approach, Intermediate Grades, Learning Processes, Program Descriptions, *Projects, *Social Studies

Identifiers—*Man A Course of Study (MACOS)

The program description gives basic information on the one-year social studies course focusing on anthropology, designed primarily for intermediate-grade (4-6) students but applicable to secondary students. While the long range objective is for students to contemplate the nature of man and the forces that shape his humanity, some terminal objectives are to give students confidence in their reasoning abilities, a framework for analyzing the nature of their social world, an understanding of man's capabilities, and concern for the human condition. The teaching-learning strategy emphasizes student-teacher cooperative interaction in the sharing and discussing of ideas. Stressing problems solving using the inquiry approach, techniques employ the tools of behavioral science. Brief information is also provided on the project's typical lessons, view of student evaluation, and out of class preparation; arrangement and school facilities, student and teacher prerequisites and training, the cost of materials, equipment, and services needed for implementation of the project; and also background, rationale and evaluation of the project. (SJM)

ED 071 985

SO 005 322

Joseph, A., Ed.

Indian Educational Material. Annotated Quarterly Bibliography. Volume 6, Number 3 (Period Covered: July-September 1971).

Indian National Scientific Documentation Centre, Delhi.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-70-53082-3

Pub Date Sep 71

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, Bibliographies, *Comparative Education, Educational Administration, Educa-

tional Development, Educational Practice, Educational Problems, Educational Research, Educational Strategies, Evaluation Methods, *Foreign Countries, Indexes (Locators), *Public Education, Teacher Education, Teaching Methods, Vocational Education

Identifiers—*India

Abstracts of articles appearing in periodicals and newspapers comprise this quarterly publication of annotated bibliographies on the subject of education in India. Some of the many topics, briefly described in ED 049 989, covered by the 182 documents include organization, curriculum and methods, educational psychology and sociology, teacher education, teaching methods, and vocational and technical education. Many of the studies covered are empirical. In addition, a special section is devoted to basic education. Author entries are arranged alphabetically under subject. Related documents are ED 041 683, ED 043 437, ED 049 989, and ED 067 334. (SJM)

ED 071 986

SO 005 427

Collier, Nina P. And Others

Guide to Performing Arts Programs in Elementary and Secondary Schools. Final Report.

New Mexico Univ., Albuquerque.; Youth Concerts of New Mexico, Inc., Alcalde.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-8-G-045

Pub Date 31 May 70

Grant—OEG-7-9-410045-0095(010)

Note—310p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Affective Objectives, Cognitive Objectives, Dance, Drama, *Educational Objectives, Educational Philosophy, Elementary Education, Evaluation, *Guidelines, *Music, Opera, Pantomime, Programs, Secondary Education, *Theater Arts

Artist-teachers, administrators, and other educators will find the elementary and secondary guidelines useful in formulating the objectives and methods of teaching the performing arts. The underlying assumption is that providing children with opportunities to observe, listen, and react to exciting performances leads to educational experiences, both affective and cognitive, which are of inestimable value. Three major parts emphasize the necessity for cooperation among educators, artists, administrators, and parents. Part one explains the principles, objectives, and philosophy of the programs and, further, offers some effects and evaluation of the theatre arts programs. Outstanding examples of selected programs are described in Part II. Although the emphasis is on music programs, other topics dealt with are drama, dance, pantomime, poetry, and puppetry. In Part III, practical suggestions are provided for implementing and using performing arts programs in the school. Information is given on how to design and build programs and on the role of school personnel and the school itself. Appendices include chapter supplements, sources, and selected bibliographies. (SJM)

ED 071 987

SO 005 496

Holmes, John L. Davis, Rose Marie

A Comparative Study of the Effects of a Traditional Social Studies Curriculum at the Sixth Grade Level and "Man: A Course of Study". Final Report.

Southern Oregon Coll., Ashland.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-2-J-021

Pub Date 20 Nov 72

Contract—OEC-X-72-0029(057)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Comparative Analysis, Comparative Testing, Creativity, Curriculum Evaluation, *Curriculum Research, Elementary Education, *Grade 6, *Social Studies

Identifiers—MACOS, *Man A Course of Study

This study compares the effects of the traditional sixth grade social studies curriculum for Oregon pupils with that of Man: A Course of Study (MACOS). Students were pre- and post-tested. Data were analyzed statistically by the use of the F test on equality of variance and t-tests for pooled variance and distinct variances to test two null hypotheses. As measured by the Torrance Tests of Creative Thinking, sixth grade students using a traditional social studies curriculum

of Latin America will not differ significantly in creativity nor in the achievement of social studies skills as measured by the "Sequential Tests of Education Progress (STEP): Social Studies" from those students using the social studies curriculum MACOS. No significance at the .10 level was found when the t-test for distinct variances was applied, thus verifying the null hypotheses. A pattern, however, emerged from the data that indicated the MACOS materials may produce greater verbal creativity. (Author)

ED 071 988 24 SO 005 497

Bressler, Marvin Higgins, Judith

The Political Left on Campus and In Society: The Active Decades. Final Report.

Princeton Univ., N.J.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0442

Pub Date Dec 72

Grant—OEG-2-9-400442-1058(010)

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activism, College Students, Communism, *Comparative Analysis, Dissent, Generation Gap, *Political Attitudes, Political Influences, Political Issues, *Social Action, Social Attitudes, Social Change, *Student Attitudes, Student College Relationship

Identifiers—*Counter Culture

A comparative analysis is made of the similarities and differences between youthful activists of the 1960's with earlier periods, focusing upon the 1920's and 1930's. The report briefly sketches the political and romantic Student Left during the decade of the sixties; delineates the characteristics of non-campus-based youthful radicalism as exemplified by the action and thought of the Young Communist League between 1922 and 1943; explores the nature of the student movements which emerged during the immediately ensuing period; and specifies resemblances and differences between the past and present in order to better anticipate the future. While much of the data of the study are derived from conventional bibliographical sources, the main historical sections are based on an intensive analysis of all named issues of youth-oriented radical periodicals or newspapers. Findings for both past and present youth groups indicate they were preoccupied with social issues of peace, poverty, civil liberties, and racial discrimination, and with campus issues of corporative control of the university, academic freedom, economic issues, and academic offerings. The greatest divergence between the two groups lies in the recent intrusion of "generation gap," "the counter culture," and "student power" into radical politics. (Author/SJM)

ED 071 989 SO 005 531

Goodman, Nelson And Others

Basic Abilities Required for Understanding and Creation in the Arts. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0283

Pub Date Sep 72

Grant—OEG-0-9-310283-3721(010)

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, Art, *Art Education, *Cognitive Ability, Concept Formation, *Creative Ability, *Learning Processes, Music, Research, *Symbolic Learning, Visual Learning, Visual Perception

Aimed at advancement of the arts through improvement of education for both understanding and production, this long range basic research program dealt primarily with the study of the varieties and interaction of human abilities, the nature of the tasks involved in the several arts, and the available means for inculcating or fostering the abilities required to perform such tasks. Methods applied range from the initial clearing away of prevalent misconceptions and the clarification of concepts, through psychological experimentation and the study of clinical work on the brain, to actual field work in educational institutions and the arts. The underlying assumption was that work in the arts, like much human activity, involves the processing of symbols. First, a grounded organization of symbol systems and functions was developed. Then questions and hypotheses concerning the abilities required for

the implications of this for the arts were framed and investigated. Throughout the study, however, any question or evidence that promised to further the objective was considered. Rather than offering art educators recommendations and conclusions, the report offers materials that may be of use in their thinking and practice. (Author)

ED 071 990 SO 005 581

Barber, Richard J.

The Future and Where it's at in Hawaii.

World Future Society, Washington, D.C.

Pub Date [73]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, Educational Programs,

*Futures, Organizations (Groups)

Identifiers—*Hawaii

This paper presents an overview of futures-related activities and organizations in Hawaii. Organizations described are: Commission on the Year 2000; Hawaii Research Center for Futures Studies; Futures Research Program; Hawaii Chapter, World Future Society; and Hawaii's Future. Also described are educational programs related to futures study and conferences and meetings. (JLB)

ED 071 991 SO 005 582

Acuff, Bette C. Sieber-Suppes, Joan

A Manual for Coding Descriptions, Interpretations, and Evaluations of Visual Art Forms.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SCRD-TDM-95

Bureau No.—BR-5-0252

Pub Date Dec 72

Contract—OEC-6-10-078

Note—154p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aesthetic Education, Art, *Art Appreciation, *Art Education, Cues, Evaluation Criteria, *Evaluation Methods, Manuals, *Visual Arts

This manual presents a system for categorizing stated esthetic responses to paintings. It is primarily a training manual for coders, but it may also be used for teaching reflective thinking skills and for evaluating programs of art education. The coding system contains 33 subdivisions of esthetic responses under three major categories: Cue Attitude, Hypothesis Generation, and Evaluative Judgmental. The categories are defined with reference to reproductions of three paintings and are followed by exercise sheets and answer sheets on which the appropriate responses are explained. An appendix explains how to compute an individual's response uncertainty score based on his responses to these paintings or other works of art. (Author)

ED 071 992 SO 005 583

The Educational System of Turkey.

Institute of International Studies (DHEW/OE), Washington, D.C.

Report No.—DHEW-OE-72-130

Pub Date 72

Note—15p.; Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

20402 (S/N 1780-1035, \$1.15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Comparative Education, Educational Administration, Educational Development, Educational Finance, Educational History, Educational Policy, Educational Practice, Educational Programs, Educational Trends, Elementary Education, Government Role, Higher Education, Preschool Education, Private Schools, Secondary Education, Teacher Education, Vocational Education

Identifiers—*Turkey

An overview of the basic system of education in Turkey from preschool to the university level is included in this booklet. A brief discussion of educational history stresses the significance of the placing of schools under control of the Ministry of Education in 1924 in an effort to promote national integration, and the importance of the adoption of Latin script in 1928 as the written medium of the Turkish language. Emphasis is upon the educational system as a continuously reforming institution attempting to meet the educational needs and to play a more effective role in Turkey's development. Reform is directed toward making education more responsive to the

demands of the country's changing economic and social scene. Educational structure, problems, school organization, administration, and financing are discussed for the various levels as well as teacher education. Tables are included on the structure of the educational system, universities, major higher education institutions, and teacher training institutions in Turkey. (SJM)

ED 071 993 SO 005 586

Baldrige, J. Victor And Others

An Experiential Course for Teaching Social Science.

Stanford Univ., Calif. Stanford Center for

Research and Development in Teaching.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No.—SCRD-TDM-99

Bureau No.—BR-5-0252

Pub Date Dec 72

Contract—OEC-6-10-078

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, Affective Objectives, Behavioral Sciences, Cognitive Objectives, Discovery Processes, Educational Improvement, Educational Innovation, Educational Philosophy, *Experimental Programs, Higher Education, Inductive Methods, Instructional Improvement, Learning Activities, *Learning Processes, Program Descriptions, *Social Sciences, Sociology, Teaching Methods, *Teaching Techniques

Identifiers—*Experiential Approach

In an effort to put new vigor into the learning situation, an experiential approach to the teaching of social sciences in higher education is offered in this paper. The paper describes how the experiential approach is being used in an academic sociology course at Stanford which is adaptable to a wide variety of social sciences courses. Differing from the traditional directive method, the experiential approach involves several interrelated factors. First, educational philosophy stresses student motivation, peer learning, equal emphasis upon both intellectual and affective content, and shared decision making. Second, there is a body of intellectual social science content. Third, a complex battery of instructional techniques including experience teams, field activities, simulation games, experiential exercises, readings, lectures, and other media are employed. Emerging out of past experience with this type of course, practical suggestions for running a course include introducing the approach slowly with a backup of practice and planning, forming a cadre of interested people, trying a weekend retreat, finding enough space and time, providing a flexible structure, clarifying goals, understanding the professor's role, and expecting students to go through various stages in their attitudes toward the course. (SJM)

ED 071 994 SO 005 620

Nakosteen, Mehdi

Social-Cultural Setting and Educational Backgrounds of Selected American Leaders: 1775-1831. Volume Two.

Colorado Univ., Boulder. School of Education.

Pub Date 72

Note—228p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*American History, *Bibliographies, Cultural Context, *Educational Background, *Educational History, Educational Legislation, *Educational Philosophy, Educational Practice, Educational Theories, Foundations of Education, United States History

A survey of the educational background of American leaders in the context of a social-cultural setting is offered in this Volume II monograph which is divided into three major parts. Part one, a brief introduction, gives an overview of American education from 1776-1830 furnishing information on educational theory, practice, and methods in that transitional period from Aristocracy to formative Democracy. Significant dates and documents relating to education are listed. Also included in part one is an overview of educational views of Revolutionary political leaders, and an alphabetical listing of political leaders. Part two, focusing on the educational background of the Revolutionary leaders in America enumerates ratifiers of the Articles of Confederation and Constitution, the Committee receiving the ratification of the Constitution, and signers of the Declaration of Independence and

Constitution. Information is included on the name, birth/death age, occupation, education, and educational and teaching experience of each leader. Part three contains a grand summary of educational backgrounds of political leaders. A bibliography on American leaders and several appendices on topics such as the Land Ordinance of 1785, press, literature, theater, education, religion, population, manuscript collections and newspapers, the American colleges and universities are provided. Related documents are ED 049 958 and ED 054 985. (SJM)

SP

ED 071 995 SP 005 938

Nash, Robert J. Agne, Russell M.

Career Education—A Humanistic View (Part 3 of the ERIC Clearinghouse on Teacher Education Project on Career Education).

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.; Association of Teacher Educators, Washington, D.C.; National Education Association, Washington, D.C. Div. of Instruction and Professional Development.

Pub Date Jan 73

Contract—OEC-0-8-080490-3706(010)

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, *Educational Needs, *Educational Objectives, Educational Programs, *Occupational Guidance, Vocational Education

This monograph examines the career education concept. Four interrelated premises discussed include specialism, sequentialism, fundamentalism, and credentialism. Each premise is presented in light of its functional and dysfunctional role in career education. Suggestions are included which would a) enable career education to enhance the principle of maximum possibilities in education, b) obliterate the distinction between work and leisure, and c) increase career education concern with human services. (MJM)

ED 071 996 SP 005 960

Watson, Cicely And Others

The Elementary Teacher: A Study of the Characteristics and Supply/Demand Relations of Ontario Teachers.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Planning.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 72

Note—190p.

Available from—Ontario Institute for Studies in Education, Department of Educational Planning, 252 Bloor Street West, Toronto 181, Ontario, Canada

Document Not Available from EDRS.

Descriptors—*Elementary School Teachers, *Teacher Characteristics, *Teacher Employment, Teacher Qualifications, *Teacher Selection, *Teacher Supply and Demand

This planning study analyzes both the characteristics and supply/demand of elementary school teachers in Ontario. By using statistical data from 1958-1972, the report shows trends in (a) sources of teacher supply, (b) mobility and retention of teachers, (c) special education and (d) effects and influence of neighboring areas on Ontario education. From these trends, the study projects the supply of and demand for teachers with consideration for policy implications of the derived findings. Notes and indexes of tables and figures are included. (BRB)

ED 071 997 SP 005 961

Watson, Cicely And Others

The Secondary Teacher: A Study of the Characteristics and Supply/Demand Relations of Ontario Teachers.

Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Planning.

Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 72

Note—190p.

Available from—Ontario Institute for Studies in Education, Department of Educational

Planning, 252 Bloor Street West, Toronto 181, Ontario, Canada

Document Not Available from EDRS.

Descriptors—Educational Research, Educational Trends, Enrollment Trends, *Secondary School Teachers, *Student Teacher Ratio, *Teacher Characteristics, *Teacher Employment, Teacher Qualifications, *Teacher Supply and Demand

This is the second in a series of reports on the characteristics and supply/demand of Ontario teachers. The enrollment of secondary school pupils, the size of the secondary school teacher force from 1959-71, and the relationship between pupil/teacher ratios are analyzed. The characteristics of this teacher force are presented statistically from the 1959-1968 data of the Dominion Bureau of Statistics (DBS) and the 1965-70 records of the Ontario Secondary School Teachers' Federation (OSSTF). Projections are then made, both generally and by subject matter, on the supply of and demand for secondary school teachers. Notes and indexes of tables and figures are included. (Related document is 005 960-Elementary Teacher.) (BRB)

ED 071 998 SP 005 963

Marien, Michael D.

Alternative Futures for Learning: An Annotated Bibliography of Trends, Forecasts, and Proposals.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—242p.

Available from—EPRC Publications, Educational Policy Research Center, 1206 Harrison Street, Syracuse, New York 13210 (\$5.00 per copy)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, *Educational Planning, *Educational Policy, *Educational Sociology, *Educational Trends, Periodicals

This selected bibliography contains literature from pre-1950-71 on educational policy making, confining itself to trends, forecasts, proposals, and recommendations. A foreword to the work gives information on coverage, categorization, observations on the literature, and recommendations for further work. Each work is presented with an annotation, and topics range from general educational and social trends to facilities and curriculum in elementary, secondary, and higher education. Pre-school, adult, and religious education are included together with works on plans and forecasts in education. Relevant periodicals and bibliographies are presented. Indexes are included by major author, organization, selected subject, and bibliographies. This document was previously announced for microfiche distribution only as ED 051 571. (BRB)

ED 071 999 SP 005 972

Sharpes, Donald K.

Impressions of Soviet Teacher Education.

Pub Date Jan 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Educational Trends, *Foreign Countries, *Foreign Culture, *International Education, Kindergarten, Secondary Education, *Teacher Education, Teacher Education Curriculum

Identifiers—*Russia

Based on a 2-week tour of Russia, this report describes some principal policies and practices of Soviet teacher education. After a brief introduction, the report presents new trends in education and the organization of teacher education as exemplified by the Hertenzen Institute in Leningrad. In a description of teacher preparation programs, requirements for acceptance are given along with a typical course of study. A review of Advanced Studies Centers shows how teacher training activities are shared by a coalition of interests. The adoption of educational research into the Russian school systems is also explained. Following a conclusion and 15 references, the report contains a 12-page narrative appendix entitled "Personal Impressions and Impressions of Kindergartens, Schools, Specialized Secondary Schools, and Pioneer Palaces." (BRB)

ED 072 000 SP 005 979

Miskel, Cecil G. And Others

Public School Teachers' Work Motivation, Organizational Incentives, Job Satisfaction, and Primary Life Interests.

Kansas Univ., Lawrence. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0413

Pub Date Jun 72

Grant—OEG-7-71-1133(508)

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Interest Research, *Job Satisfaction, Need Gratification, Organizational Climate, Personal Interests, *Public School Teachers, *Teacher Attitudes, *Teacher Morale, *Teacher Motivation

This project evaluates the research instruments measuring motivation, incentives, satisfaction, and primary life interests; develops basic research conclusions from the variable relationships; and builds a quasi-theory of satisfaction for educational organizations. Three thousand four hundred randomly selected public school teachers in Kansas participated in the study. A mail questionnaire was used to collect data on 14 variables: sex motivation factors, six matched incentive factors, primary life interests, and satisfaction. Primary crossbreak variables for analysis purposes were sex and teaching level. Interrelationships were investigated using multiple regression and discriminant analysis techniques. The findings indicated that the female elementary and secondary teachers who scored higher on satisfaction were more job oriented, had a job in which there was a higher potential for personal challenge and development, less work pressure, and more incentives relating to physical surroundings, and where the tolerance for work pressure was higher. Male elementary teachers who scored higher on satisfaction were more job oriented. Three additional variables—work role, voluntarism, ideal incentives—were added to build a quasi-theory of satisfaction. A 31-item bibliography and appendices are included. (Author/MJM)

ED 072 001 SP 005 993

Final Report on the Second Year of the Cooperative Internship Program for Community College Instructors, 1970-71.

California Univ., Berkeley. School of Education. Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C. Div. of Coll. Support.

Pub Date 71

Note—196p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Teachers, *Community Colleges, Cooperative Programs, *Inservice Teacher Education, *Internship Programs, *Preservice Education, *Teacher Education, Teacher Interns

Identifiers—CIP, *Cooperative Internship Program

This report describes the second year of operation of the Cooperative Internship Program for Community College Instructors (CIP), 1970-71. Objectives, program operation, evaluation, and conclusions are presented in detail. Emphasis is placed on three phases of activities: placement, preservice, and in-service. Preservice activities covered video-taping and playback, curriculum, methodology, group interaction, and experienced faculty participation. In-service activities included seminars, workshops, an interpersonal learning weekend, and field visits. Program evaluation was based on experienced faculty evaluation of interns, deans' of instruction evaluation of interns, student evaluation of interns, intern evaluation of CIP, and the Omnibus Personality Inventory. Conclusions cover major strengths, and weaknesses of the program, program problems, and recommendations for program development. Tables and appendices with related program material are included. (MJM)

ED 072 002 SP 005 995

Meadows, Mark E. And Others

Effects of Short-Term Facilitation Training on Attitudes.

Pub Date 71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

152 Document Resumes

Descriptors—*Administrator Attitudes, *Attitude Tests, *Changing Attitudes, *Communication Skills, Human Relations, *Interpersonal Relationshipship

Identifiers—Barrett Lennard Relationship Inventory

This study investigated the effects of facilitation training upon the attitude of administrators and lead teachers toward their professional associates. The project consisted of a 3-day workshop in facilitative communication involving 25 participants and four trainers. Exercises designed to improve ability to respond with empathy, positive regard, and concreteness of expression were employed. Pre- and posttest measures were obtained using a form (MO-G-64) of the Barrett-Lennard Relationship Inventory. Analysis of the pre- and posttest differences scores revealed a significant positive change $P < .05$. (Author)

ED 072 003 SP 005 997

Asher, E. J., Jr.

Survey of High School Students' Attitudes Toward College Attendance.

Western Michigan Univ., Kalamazoo. Office of Institutional Research.

Pub Date Dec 71

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Attendance, Colleges, Community Colleges, *Enrollment Trends, *High School Students, Job Training, Questionnaires, *Student Attitudes, Vocational Education

Identifiers—Western Michigan University

Western Michigan University conducted a survey of high school students' attitudes toward college attendance. A questionnaire was mailed to the Director of Guidance in Michigan high schools with an enrollment of 1,000 or more. In all, 183 questionnaires were mailed and 85 were returned. They emphasized student attitudes toward college attendance and the job market, changes in vocational choice, and expected changes in patterns of college attendance. Results of the survey indicated an increased interest in 2-year trade and vocational programs, and increased awareness of job opportunities, and an expected slight downward enrollment trend in 4-year colleges corresponding to an expected upward enrollment pattern for community colleges. Further details of survey results and tables are included. (MJM)

ED 072 004 SP 005 998

Prichard, Keith

Role Specialization of College Teachers of Education.

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, *College Teachers, *Educational Research, Educational Researchers, *Job Satisfaction, Role Conflict, *Specialization, *Teacher Role

This report studies the role and degree of specialization existing among college teachers of education and the relationship of this specialization to rewards and sanctions administered by the institution, job satisfaction, institutional size, and age of the incumbents. Four hundred and twenty-six questionnaires were sent to all college teachers of education holding the rank of assistant professor or higher at eight institutions of higher learning. Four schools were in the Big Eight Conference, and the remaining four were located within the same states. Of the 264 returned questionnaires, 192 were found to be useable. Results indicated that subjects tended to specialize in their role performance. The researcher tended to achieve the highest level of job satisfaction while the administrator tended to be the most highly rewarded in terms of salary. The research, although it was not of a longitudinal nature, indicated that the youngest incumbents stressed the research role, the 50-59 year-old age group was more politically oriented and the 40-49 and 60-69 age group appeared to lack clear preference of type. Recommendations indicate a need for further study of role conflict. A seven-item bibliography is included. (MJM)

ED 072 005 SP 006 004

Opportunities Abroad for Teachers/1973-74: Teaching, Seminars.

Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 28 Sep 72

Note—35p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (HE 5.214:14047-74, \$25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Opportunities, *Foreign Countries, *International Education, International Programs, *Overseas Employment, Study Abroad, *Teacher Employment, Teaching Programs

This brochure explains the teacher exchange offered by the Office of Education in cooperation with the U. S. Department of State. Details of the opportunities available for qualified American teachers in the 1973-74 academic year in the elementary and secondary schools of other countries are given. Information is presented on transportation arrangements, maintenance allowance, supplemental dollar grants, and taxation of awards. Eligibility requirements and factors affecting eligibility are offered along with material on application deadline, notification of awards, and reapplication. Information on the availability of teachers from abroad is given. Selected short term seminars, fellowships, group programs, and research projects abroad are also made available. Addresses are given if further information is desired. (BRB)

ED 072 006 SP 006 005

The Usefulness of Minicourse I in the Inservice Training of Elementary Teachers. Final Report.

State Univ. of New York, Fredonia. Teacher Education Research Center.

Spons Agency—Western New York School Development Council, Williamsville.

Pub Date Mar 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Inservice Teacher Education, *Microteaching, *Protocol Materials, Skill Development, Teacher Education, Teacher Workshops, Teaching Quality, *Teaching Skills

Minicourse, "Effective Teaching," a program of skills development, was designed to aid inservice training of elementary teachers. Fifty-two teachers in 13 widely distributed New York schools participated in the program on a voluntary basis. Thirteen Minicourse sessions were completed according to a timetable. Each instructional sequence required 1 week for participating teams to complete. A follow-up study, during the second semester, provided materials for each participating teacher in six schools. The primary source of data was three recorded teaching episodes, 15 minutes in length, which were collected prior to the beginning of the Minicourse program, at the end of the program, and at the end of a 6-month period following the program. Results indicated that teachers' behavior changed in directions intended by the Minicourse program and that the qualitative changes were well beyond the level required for statistical significance. Appendixes of related program materials and tables are included. (MJM)

ED 072 007 SP 006 012

Shapiro, Stewart B. Shiflett, John M.

Loss of Connectedness During an Elementary Teacher Training Program.

California Univ., Santa Barbara. Dept. of Education.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date Apr 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, *Perception, *Student Teachers, *Teacher Attitudes, *Teacher Behavior, Teacher Education

This study investigates the effects of awareness training on the attitudes and behavior of elementary school student teachers. To determine causes for a decrease in connectedness in the teacher training experience, 10 clinical interviews with 10 ex-student teachers were conducted in 1971-72, the first two academic periods following teacher training. Open-ended interviews were guided by five questions. Results indicated five explanations for the loss of connectedness: excessive overall workload, the shock effect of shattering illusions about the profession of teaching, unrelated academic work at the University, competition, and relationship of master teacher to student teacher. Recommendations indicate a need for periodic attitude-testing before, during, and after teacher training and several years into the

teaching experience in order to investigate the shifts in trust which were hypothesized by the ex-student teachers. A 19-item bibliography is included. (MJM)

ED 072 008 SP 006 013

Pupil Progress Record-Keeping.

New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.

Pub Date 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Data Collection, *Recordkeeping, *Social Adjustment

This report is a compilation of record-keeping techniques being used in elementary schools in New York State. The materials compiled are not all-inclusive nor meant to be an exemplary collection; they represent the response to a request sent by the Board of Elementary Curriculum Development in June 1971. Five major sections include program description, organization of the day, social growth, academic growth, and communication with parents. Both program descriptions and daily organization present examples according to schools. Academic growth is developed on the basis of skills to be learned, reading, mathematics, general record-keeping, writing, and creative arts. A 16-item bibliography and an appendix listing the contributing schools are presented. (MJM)

ED 072 009 SP 006 014

Gemmecke, Barbara J.

Ecology Pollution Conservation. A Bibliography of Instructional Materials for Elementary School Teachers.

Indiana State Univ., Terre Haute. Curriculum Research and Development Center.

Pub Date Nov 71

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Conservation Education, Ecology, *Elementary School Curriculum, *Elementary School Teachers, *Instructional Materials, Pollution, *Teacher Education

This annotated bibliography contains material which is helpful to the elementary school teacher in the fields of conservation, ecology, and pollution. All items are classified under the Dewey Decimal System to facilitate their location in school and public libraries. Grade levels are also indicated for each item. The section entitled "Books" is subdivided under the headings of conservation, pure science, and applied science. The remaining sections present items on 1) filmstrips, 2) motion pictures, 3) periodicals, 4) sources of professional information, 5) professional periodicals, 6) charts, pictures, transparencies, units of work, posters, 7) organizations, 8) directory of book publishers, and 9) directory of publishers of audiovisual materials. (BRB)

ED 072 010 SP 006 022

Bell, Michael L.

Personalities and Perceptions of Student Teaching.

Pub Date [71]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitude Tests, *Cooperating Teachers, *Personality Assessment, Secondary School Teachers, *Student Teachers, Student Teaching, Teacher Attitudes, *Teacher Characteristics

Identifiers—16 P. F., PSTP, Purdue Student Teacher Opinionnaire, Sixteen Personality Factor Questionnaire

This study identified the personality traits of both student teachers and cooperating teachers that were related to the student teachers' perception of the student teaching experience. The Sixteen Personality Factor Questionnaire (16 P.F.) measured personality traits and the Purdue Student Teacher Opinionnaire (PSTO) measured the perception of the student teaching experience. Seventy-six secondary student teachers were administered the 16 P.F. and the PSTO; their cooperating teachers were administered the 16 P.F. All scores were factor analyzed to determine which personality factors were related to higher opinions of the student teaching experiences. The relationships between student and cooperating teacher personality differences and the student teachers' perception of student teaching were also examined. Results indicated that student

teachers who were Emotionally Stable (C), Humble (E), and Shrewd (N) expressed high opinions of the student teaching experience. They also expressed high opinions of the student teaching experience when the cooperating teachers were Practical (M), Conservative (Q1), and Subdued (IV). Two tables of statistical data are included. (BRB)

ED 072 011 SP 006 042
Project Scarlett: A Demonstration Middle School Career Exploration Project.

Ann Arbor Public Schools, Mich.

Pub Date 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Education, *Curriculum Design, *Curriculum Development, *Experimental Curriculum, *Middle Schools, Occupational Choice, Secondary Education

Identifiers—Ann Arbor, Michigan, Scarlett Junior High School

The narrative portion of this report described the middle school career exploration curriculum now in effect for grades 6, 7, and 8 at Scarlett Junior High School, Ann Arbor, Michigan. The major goal of the project was to establish, in a student oriented environment, a balanced learning program to increase student affective and cognitive growth. This growth would then facilitate a transition into a career preparatory curriculum at the high school level. The teaching methodology, as exemplified by the sixth grade model schedule in the report, moved from a departmentalized to an integrated interdisciplinary team teaching approach. The particular cognitive, affective, and psychomotor objectives were listed along with a description of the project's administration. The three classes involved had a combined enrollment of 305; 30% of the expected enrollment. All participating teachers were volunteers. The report provided evaluation objectives, the proposed budget, schedules for the classes and teachers involved, and a statement made by the Ann Arbor Public Schools verifying the legality of the project. (BRB)

ED 072 012 SP 006 047

Priselac, Nancy J.

Harrison County Teacher Center.

Harrison County School District, Clarksburg, W. Va.

Pub Date Sep 72

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Educational Change, Educational Innovation, *Program Descriptions, *Teacher Education, *Teacher Workshops

The Harrison County Teacher Center is a consortium involving seven institutions of higher learning, Harrison County Schools, and the State Department of West Virginia. The center is committed to relevant changes as the most important goal of teacher education programs. This report describes the program, setting, changes identified through workshop evaluation forms, the advisory committee, stated goals, accomplished objectives, methodology funding, and future plans. (MJM)

ED 072 013 SP 006 065

Mainey, Richard L.

Preparation of Secondary School Teachers: A Mutual Effort.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clinical Professors, Methods Courses, *Preservice Education, Public School Systems, *Secondary School Teachers, *Student Teaching, Teacher Education

The involvement of public school personnel in the education of secondary school teachers was weighed over a period of 4 years in this report. Constructive questions were formulated from interpretation of the data collected. The question of whether university course work should precede public school observation and participation was discussed. It was accepted that both should occur concurrently. It was also accepted that an undergraduate should begin professional participation no earlier than second semester of the sophomore year, and perhaps not until the junior year. The schools or districts involved in this participation should be chosen carefully to insure a maximum benefit for the undergraduate and the public school. The attitudes of the teachers

toward the preservice students should also be studied. The question of the establishment of clinical professorships suggested a balanced program for public school and university staffs. A general methods class would be taught in the university; a subject oriented methods class would be taught in the public schools; a student teaching experience would involve both staffs. The conclusion of the report focused on the need for a mutual effort by university and public school staff to identify and assist one another in the solution of problems in secondary school teacher education. (BRB)

ED 072 014 SP 006 075

A Feasibility Study for a Comprehensive Competency-Based Training and Certification System for Child Care Personnel in the Commonwealth of Pennsylvania. Annotated Bibliography. Appendix A. Final Report.

Educational Projects, Inc., Washington, D.C.

Spons Agency—Pennsylvania State Dept. of Public Welfare, Harrisburg. Bureau of Child Development.

Pub Date 30 Jun 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Day Care Programs, *Day Care Services, Feasibility Studies, *Performance Based Teacher Education, Preschool Teachers, *Teacher Certification, Teacher Education

This 196-item annotated bibliography contains components of a competency-based training and certification system for teachers serving children in Pennsylvania day care programs. It is the appendix of a final report sponsored by the Pennsylvania Department of Public Welfare, Bureau of Child Development. The organizational topics and number of articles under each are: Job Content Data (8), Task Analysis (9), Definition of Competencies, Behavioral Objectives (10), Staffing Patterns (25), Assessment Instruments and Procedures (9), Certification and Licensing (19), Individualized Learning Modules (9), Training Designs (42), Curriculum Development (10), Field-Based Training, Internships (10), Training Techniques (4), Child Care Program Descriptions (20), and other Bibliographic Sources (20). (BRB)

ED 072 015 SP 006 077

A Model Elementary Teacher Education Program for Social Science Majors. (An Interdisciplinary Approach).

Illinois State Univ., Normal.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Programs, *Elementary Education, Individualized Instruction, *Interdisciplinary Approach, *Performance Based Teacher Education, *Social Sciences, *Teacher Education

The new teacher education program developed by Illinois State University attempts to establish interdisciplinary cooperation among social scientists and educationalists to prepare social science specialists to teach at the intermediate grade levels. The major aspects of the program are a) Specialist Teacher Concept, b) Interdisciplinary Thrust, c) Performance-Based Structure, d) Individualized Instruction, and e) Community-Based Orientation. The program is divided into three phases: a) foundation experience, b) integrating experience, and c) culminating experience. Foundation experiences seek to integrate a wide variety of social science disciplines with educational processes. Phase II encompasses the sophomore through junior year of undergraduate study. It is composed of seminars, group projects and independent study in the social sciences, and educational seminars in association with the related activities of classroom observation, clinical teaching, and self-instruction. Phase III is designed to complete the integration of social science and educational material. Each phase is described in detail and reference materials are suggested when necessary. (MJM)

ED 072 016 SP 006 078

Basic Experiences - Direct and Indirect - for Integrating Theory and Practice in Teacher Education. Final Report of the Third Sub-Regional Workshop on Teacher Education.

Philippines Univ., Quezon City. Asian Inst. for Teacher Educators.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand).

Pub Date Jun 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Developing Nations, *Integrated Curriculum, Teacher Education, *Teacher Education Curriculum, Teaching Experience

This report described proceedings from the Third Sub-Regional Workshop on Curriculum Development in Teacher Education. Participating countries were Afghanistan, Burma, India, Iran, Nepal, Pakistan, and Sri Lanka. The first session introduced some of the objectives envisioned by the participants, and the succeeding sessions elaborated on these objectives. There was a general review of present provisions for practical experiences in teacher education programs. A seminar and workshop discussed direct and indirect experiences for integrating theory with practice in teacher education. The concept of combining teacher training institutions, schools, and other agencies related to education was presented. An integrated curriculum was formulated to assist in the development of this concept. The report also included a list of participants and observers along with a copy of the agenda and schedule. The Annexes presented speeches given by some of the participants. (BRB)

ED 072 017 SP 006 085

Lau, Donald A.

Value Patterns of Elementary Teachers and Their

Reactions to Religious Issues in the Classroom.

Southern State Coll., Magnolia, Ark.

Pub Date 72

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, Personal Values, *Religious Differences, *Religious Factors, *Teacher Attitudes, Teacher Education, *Teacher Response

Identifiers—School Districts of Southwest Arkansas

This study investigated the religious value patterns of elementary teachers in relation to attitudes expressed toward religious issues in the classroom. The variable "religion" was defined operationally in terms of a wide range of value patterns which might qualify as authentic value orientations in contemporary American society. A field study proceeded by administering two paper-pencil instruments to a sample of 207 teachers from random school districts in rural southwest Arkansas: (1) Inventory of Religious and Ethical Ways and (2) the Classroom Problems Inventory. The Kolmogorov-Smirnov two-tailed nonparametric statistic for independent samples was applied to the data. Findings indicated that teachers with traditional classroom attitudes toward religious issues differed significantly from teachers with non-traditional attitudes in their rankings of several value patterns. These differences reflected a trend for teachers to manifest a classroom point of view consistent with their personal beliefs. It was consequently suggested that teacher education give greater attention to curricular experiences which assist the prospective teacher to become aware of his value orientation. Such self-clarification in the affective domain of educational objectives may be helpful in handling controversial issues in the public school classroom. Two tables of statistical data were presented. (Author)

ED 072 018 SP 006 086

Stark, John D. Barr, Rita L.

The Philosophical Nature of Teachers-Graduate and Undergraduate.

Pub Date [72]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Philosophy, Educational Research, *Educational Theories, *Graduate Study, *Teacher Education, *Undergraduate Study

Identifiers—*Ames Philosophical Belief Inventory
This study of the nature of the philosophical beliefs of graduate and undergraduate teacher education students compares secondary and elementary undergraduates, as well as secondary and elementary graduates, as to ontology, epistemology, and axiology. The Ames Philosophical Belief

Inventory was administered to 454 students in attendance of classes at Northern Illinois University; and the results of Realism, Idealism, Pragmatism, Existentialism, and Phenomenology are displayed showing the leading philosophy among this group to be Phenomenology, followed closely by Existentialism and then by Pragmatism. Realism ranked fourth with very little Idealism being displayed but with some significant differences among some of the groups. (Author)

ED 072 019 SP 006 088

Motley, Hester C.

A Study of the Influence of a Learning Development Program on the Cognitive Growth and Learning Skills of Elementary Students. Chesterfield County School Board, Va. Spons Agency—Virginia Commonwealth Univ., Richmond; Virginia State Dept. of Education, Richmond. Div. of Educational Research and Statistics.

Pub Date Aug 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Cognitive Development, Educational Research, *Elementary Education, Elementary School Students, *Listening Skills, *Primary Education

Identifiers—*Learning Development Program, Listening Skills Program

This study compared the academic performance, intellectual capacity, listening ability, and study skills of students who participated in programs designed to develop specific learning skills with students who did not participate in the programs with regard to total group, level of intellect, sex, and grade level. Two hundred and ten students, enrolled in the Learning Development Program (LDP) and 210 students enrolled in the Listening Skills Program (LSP) composed the experimental group while 210 students in the same school served as a control group. Participants in each of the three groups were one section of each grade level K-6. All participants were administered pre- and posttests to determine their performance in mathematics, reading, listening skills, general intelligence, and work study skills. The grade level of each student was determined, and students were placed in the primary (K-3) or elementary (4-6) groups. Further data were collected from measurement tests. Results indicated that students in experimental groups tended to improve their performance in each category to a significantly greater extent than students in the control group. Primary students benefitted most in development of mathematics skills; elementary students seemed to improve listening and work study skills to a greater degree than primary students. There was little difference in the performance of boys and girls. (MJM)

ED 072 020 SP 006 096

Robbins, Jerry H.

Personal Characteristics of Teacher Education Students. Mississippi Univ., University. School of Education.

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Education Majors, *Elementary School Teachers, Personality Tests, *Preservice Education, *Secondary School Teachers, *Teacher Characteristics

Identifiers—Edwards Personal Preference Schedule, EPPS

This report from the University of Mississippi determined the personal characteristics of prospective teachers by the Edwards Personal Preference Schedule (EPPS) and compared these characteristics over a 4-year period. The freshman and senior year EPPS scores of 37 secondary education majors and 19 elementary education majors were statistically analyzed. Six hypotheses were developed and a t-test was applied to each. Results showed that the EPPS scores differed very little for both elementary and secondary education majors over the 4-year period. However, the freshman year mean scores for achievement were significantly higher for secondary education majors, and the mean scores for dominance were higher for the elementary education group. The scores for all male subjects were compared with the University norm. The only significant difference appeared for the characteristic of aggression. The males in education scored higher. There was no significant difference for

female education majors when they were compared with general female college norms. On the basis of these findings, the report recommended further study of personal characteristics to determine if minimum levels in each characteristic would aid a prospective teacher in fulfillment of his role. Two tables of statistical data were included. (BRB)

ED 072 021 SP 006 097

Accreditation: "Federalization" or "Nationalization?" Annual Report of the Executive Director National Commission on Accrediting.

National Commission on Accrediting, Washington, D.C.

Pub Date Mar 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Standards, *Accreditation (Institutions), *Educational Legislation, *Federal Legislation, *Higher Education, National Organizations, *State Legislation

Critics have stated that the present system of accreditation stifles innovation. Because of this, a proposal has been made by the United States Office of Education to develop its own standards for deciding which colleges and universities should receive federal funds. Therefore, institutions of higher education would be subjected to both non-governmental accreditation and a federal system of eligibility determination. In dealing with this problem, the organization of the present system of accreditation was discussed emphasizing the need for a unified, national system of accrediting all higher education institutions, proprietary and specialized. An example of the recognition of this need was the report of the merger between the National Commission on Accrediting and the Federation of Regional Accrediting Commissions of Higher Education. A merger of this type then called for a look at the standards and criteria used in accreditation. The role of the total educational community was stressed because of the increasing involvement of state legislatures. The pressures on the organization of accreditation by the federal and state governments and collective bargaining groups left the colleges and universities in the middle. Nongovernmental accreditation can survive only through the unity of the accrediting community. (BRB)

ED 072 022 SP 006 100

Thompson, Bruce A. Doyle, Wayne J.

The Impact of Cadres on School Settings.

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date Sep 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Program Descriptions, *Research and Instruction Units, *School Cadres, *School Personnel, Staff Utilization, *Team Training

This paper assesses the impact of cross-role grouping on the social systems of participating schools. Data were gathered informally through conversations and interviews with members of cadres, cadre presentations, liaison and research evaluation personnel in specific cadres, and direct observation in some situations. The study covers three placement schools: Horace Mann School, DuSable High School, and Martin Luther King High School (Forrestville); and three intern cadres: Dunbar Vocational High School, Simeon Vocational High School, and Cornell Elementary School. Categories singled out for attention include cadre organization, cadre development, personnel factors, situational factors, programming, and future expectations. Implications and conclusions are indicated. Appendixes include excerpts from an interim report. (MJM)

ED 072 023 SP 006 105

Volunteers in Education. Fourth Region Workshop Report 1971.

Washington Technical Inst., Washington, D.C. Div. of Research and Development.

Pub Date 71

Note—21p.; Conference report of Region IV Workshop (Atlanta, Ga., October 13-15, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Coordinators, Educational Coordination, *Recruitment, Regional Programs, *Retraining, *Teacher Aides, *Teacher Workshops, Volunteers, *Volunteer Training

Identifiers—*Project VOICE

The Fourth Region 1971 Workshop, sponsored by Project VOICE, was one of two regional conferences concerned with voluntary opportunities for inspiring coordinators for education. Main sessions of the conference provided the background, current information and projections about volunteerism in education. Main sessions of the conference provided the background, current information and projections about volunteerism in education. Discussion groups concentrated on the functional aspects of organizing, operating, and evaluating volunteer programs in education. (Related documents are SP 005 910, 006 106, 006 104.) (MJM)

ED 072 024 SP 006 110

Hinckley, William L.

Effects of Two Styles of Microteaching on Student Teaching Performance. Final Report.

Northwest Missouri State Univ., Maryville.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-F-100

Pub Date Aug 72

Grant—OEG-7-71-0004(509)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance,

*Microteaching, Peer Teaching, Secondary School Teachers, Student Teacher Relationship, *Student Teaching, Teaching Skills, *Teaching Techniques

Identifiers—Stanford Teacher Competence Appraisal Guide

Microteaching has been widely used in the training of high school teachers for the past several years. In some cases, trainees have taught actual secondary students in the microteaching situation. In other cases, the trainees have played the role of students in a peer-teaching mode of microteaching. This study compared the real and peer-teaching modes of microteaching in relation to subsequent teaching success. It was hypothesized that teacher trainees who taught actual secondary school students in microteaching would be rated higher on "teacher-pupil rapport" and "pupil participation and attention" than the peer-teaching group. Ratings were made on the Stanford Teacher Competence Appraisal Guide by 2,306 secondary school students in northwest Missouri and southwest Iowa schools. No significant differences between mean ratings of the two groups were obtained on any of the 13 items listed on the Appraisal Guide. It was concluded that peer teaching is a viable alternative microteaching procedure for teacher-trainees with the same cultural background. Three appendixes, containing the Stanford Teacher Competence Appraisal Guide, a skills rating sheet, and a syllabus for secondary methods course, are included. (Author)

ED 072 025 SP 006 112

Scannell, Dale P.

The Use of the Delphi Technique to Gain Consensus of the Professional Education Components of Teacher Certification Requirements in Kansas. Final Report.

Kansas Univ., Lawrence.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-G-072

Pub Date Aug 72

Grant—OEG-7-71-0034

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Performance Based Teacher Education, Performance Criteria, Preservice Education, *Questioning Techniques, *Teacher Certification, Teacher Qualifications, Teaching Skills

Identifiers—Delphi Technique

This study sought a consensus among educational, lay, and political groups on opinions concerning the importance of the skills developed in the professional courses included in teacher education programs in Kansas. The extent to which different groups were willing to modify initial opinions in light of total sample consensus was noted. The value of the Delphi technique in collecting opinions and seeking consensus was also studied. Statements of professional competencies reported by Kansas teacher educators as goals of preservice teacher education were used as the basis for constructing a questionnaire. The 276

subjects included teachers, parents, administrators, school board members, and professors of education. Participants rated the importance of each competency on a five-point scale and the Delphi technique was used to seek consensus on the statements. After each statement was noted with the consensus, the questionnaires were filled out for the second time. Competencies related to teacher classroom behavior were rated highly. The areas of history and philosophy of education were rated low. The teacher group changed least often from initial ratings; professors and administrators changed most frequently. The questionnaire and accompanying directions are included along with minority opinions summarized from the second questionnaire. (Author)

ED 072 026 SP 006 113

Nissman, Albert

Pragmatism Professed; Realism Rejected: A Research Study of Philosophical Beliefs and Practices.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Philosophy, *Educational Research, Educational Theories, *Graduate Study, *Student Attitudes, *Undergraduate Study

This study investigates the intellectual and subjective subscription of philosophy of education students to four philosophies of education and whether the strength of subscription changes as a result of exposure to an appropriate level course in which these philosophies are discussed. Sixty-three graduate and 63 undergraduate students were pre- and posttested using the "What Is Your Philosophy of Education" test. Validity and reliability for this instrument have not been established. Data was gathered and responses were noted for each of the four philosophical views: idealist, realist, pragmatist, and Aristotelian. For the total statistical analysis, the number of students subscribing to each philosophy was artificially obtained. Results indicated that Pragmatism exerts the major philosophical influence on students of education on the graduate and undergraduate levels. Further findings, recommendations, and implications are suggested. A four item bibliography is included. (MJM)

ED 072 027 SP 006 117

Mackenzie, Gordon N. And Others

Southwest Seminar and Development Project of the District of Columbia Public Schools; Report of Evaluation 1967-1968.

District of Columbia Public Schools, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Administrator Evaluation, *Board of Education Policy, *Classroom Integration, *Educational Programs, Elementary Grades, *School Integration, School Involvement, *School Redistricting
Identifiers—Amidon School, Bowen School, District of Columbia, Syphax School

This report described the Tri-School Plan initiated by the Board of Education in Washington, D.C. to equalize educational opportunities in an urban renewal area. Under the plan, children attended the Syphax School for grades 1 and 2; the Amidon School for grades 3 and 4; the Bowen School for grades 5 and 6. Children from various socioeconomic strata were thus grouped together for the first time. The Tri-School Plan hoped to increase community harmony, encourage and promote parental involvement, and upgrade the quality of education. The Plan was evaluated by the Stanford Achievement Tests (SAT) and the Ohio School Acceptance Scale (OSAS), in-depth interviews of the three school principals and nine teachers, and questionnaires completed by 50 percent of the parents involved. The results of the SAT for grades 1, 3, and 5 were presented in three tables showing significant achievement scores in arithmetic and paragraph meaning. The results of the OSAS were presented statistically for grades 3 and 5; social relations in grade 5 were positive. Principal, teacher, and parent reactions were favorable to the Plan. Recommendations were made for special classes for emotionally disturbed children, new curricula, teacher

consultation on instructional aids for the classroom, and more communication among the three schools. The appendixes contained the principal and teacher interview schedules, and the parent questionnaires. (BRB)

ED 072 028

SP 006 118

Realities and Revolution in Teacher Education. Report Number 6.

Commission on Public School Personnel Policies in Ohio, Cleveland.

Spons Agency—Greater Cleveland Associated Foundation, Ohio.

Pub Date Nov 72

Note—79p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Preservice Education, *Teacher Certification, *Teacher Education, *Teacher Qualifications, *Teacher Role, *Teaching Programs

Identifiers—*Ohio

This report is based upon an extensive examination of current teacher education and certification practices in Ohio. Examination of current practices was carried out primarily through written surveys, interviews with key persons across the state, and open hearings. Six areas covered include background and action on the report, preservice preparation, transition into teaching, professional development of teachers, teacher certification, and organizing for action. Preservice preparation covers initial training, a 5-year program for teachers, selection of students of teacher preparation, teacher educators, the role of academic professors, and fifth year programs. The transition into teaching indicates the possible areas of difficulties and a new plan for entrance into teaching. The need for professional growth, professional activity, action needed for growth, a district plan, and the role of universities are discussed under the professional development of teachers. A summary of recommendations and an appendix concerning competency based teacher education are included. (Author/JMJ)

ED 072 029

SP 006 122

Koerner, Thomas F., Ed. Crawford, Martha A., Ed.

Where Will They Find It?

National Association of Secondary School Principals, Washington, D.C.

Pub Date 72

Note—94p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Administrator Qualifications, *Inservice Teacher Education, *Preservice Education, *Principals, *Secondary Schools

This publication, prepared by the Committee of Professors of Secondary School Administration and Supervision (PSSAS) of the National Association of Secondary School Principals (NASSP), is designed to stimulate discussion and action to improve the preservice and in-service education of secondary school administrators. The articles in this publication outline a program model for principal education. Topics include a) Principal Most Potent Factor in Determining School Excellence; b) Status of Programs for Principals; c) Programs for the Principal: A Survey; d) The Preparation and Development of Secondary School Administrators: A Summary; e) Implementing the Model: An Example; f) Competency Development and University Methodology: A Model and Proposal; g) Performance Objectives for Administrative Internships; h) Simulation: It's the Real Thing; i) A Skill-Strategy Approach to the Principal's Development; and j) Programmed Self-Renewal. (MJM)

ED 072 030

SP 006 145

Frank, Harry Brown, Clarence

Teachers' Belief Systems and Grading Practices.

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Civic Belief, *Grading, Junior High School Students, Secondary School Teachers, *Teacher Attitudes, *Teacher Influence, *Thought Processes

Identifiers—Flint, McKinley Junior High School, Michigan

This report investigated two hypotheses: 1) junior high school teachers with concrete belief systems would assign more unsatisfactory citizenship grades and lower academic grades than more abstract teachers; and 2) the correlation between

citizenship and academic grades would be higher for concrete than abstract teachers. Ten teachers from McKinley Junior High School, Flint, Michigan, were divided into two groups. The first group consisted of five teachers who had assigned the greatest number of satisfactory citizenship grades; the second group contained five teachers who had assigned the greatest number of unsatisfactory citizenship grades. Each teacher's level of conceptual differentiation was assessed by the semi-projective This I Believe test (TIB). Subjects grouped under System 1 had concrete belief systems and subjects grouped under Others had abstract belief systems. Statistical analysis revealed a positive correlation between academic and citizenship grade assignment and teachers' belief systems. However, there was a higher correlation between academic and citizenship grades assigned by System 1 teachers than by Others. Analysis revealed that Hypothesis 1 was directionally significant at the .05 level but the relationship was not as strong as the others tested. Six tables of statistical data were included. (BRB)

ED 072 031

SP 006 168

Minne, Nels

Current Developments in the Teacher Education of Norway.

Pub Date 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Improvement, *Educational Legislation, *Foreign Countries, *Teacher Education, *Teacher Education Curriculum, Teacher Qualifications

Identifiers—Norway

This report provides a background on Norwegian teacher education programs, policies, and requirements in 19 educational institutions. The basic 2-4 year teacher preparation programs are described. The 1961 law covering the teaching requirements and qualifications for these programs was investigated with the emphasis on the ferment involving the pattern of teacher education in Norway in recent years. Sixteen colleges offering further training for teachers in specialized subject areas are listed. The effect of the Basic School Law of 1969 on Norwegian educational standards is cited. These effects focus on the urgency of examining and revising the teacher education programs offered in the teachers' colleges. Implications for further teacher education programs are made, focusing on the development of the New Law for Teacher Education which is expected to be passed in 1972-73. With the coordination of the proposed Teacher Training Council under the New Law and teacher education programs, it was hoped that the needs and demands of qualified teachers in Norway would be met. A glossary of terms and a 32-item bibliography are included. (BRB)

ED 072 032

SP 006 183

Bezzi, Ruth Bezzi, D. R.

Initiating A Performance-Based Teacher Education Program (PBTEP).

Pub Date 72

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Education, Language Arts, *Performance Based Teacher Education, Performance Criteria, Performance Specifications, *Preservice Education, *Teacher Education, *Teacher Education Curriculum

This document proposed a performance-based, field-centered, individualized and systematically designed elementary teacher education program. This program focused on the development of modules, or instructional units, for the program which provided effective instruction and viable curriculum development. The format for each module consisted of five components: a) a prospectus which defined the module rationale, b) general objectives, c) pre-assessment which determined the student's level of mastery of specific subject matter, d) activities designed to aid the student in mastery of the objectives, and e) a post assessment of the module objectives. Modules were constructed for the major components of the language arts program: handwriting, listening, spelling, oral, and written communication. The completed table of contents was included in the report. The field-centered aspect was described briefly, focusing on the involvement of practicing teachers in preselected elementary schools. Total involvement of educators

was stressed, and subjective evaluations were suggested. (BRB)

ED 072 033 SP 006 210
The Improvement of Education through the Use of Video-Tape in Programs for those Preparing to Become Teachers and for In-Service Programs for Experienced Teachers.

Eastern Washington State Coll., Cheney.
 Spons Agency—American Association of Colleges for Teacher Education, Washington, D.C.
 Pub Date 71

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, *Inservice Teacher Education, *Performance Based Teacher Education, *Preservice Education, Teacher Improvement, *Teacher Programs, Teaching Methods, Video Tape Recordings

Identifiers—Cheney, Eastern Washington State College, Washington

The objective of this project at Eastern Washington State College was to improve the quality of education in preservice teacher preparation programs, in-service teacher education programs, and teacher placement practices through a variety of video tape programs. A list of the preservice education courses which utilized video tapes was presented. Twenty-one in-service courses that were adopted for video tape utilization were also presented. The first 19 consisted of one to eight video tapes with appropriate learning packages and feedback tapes. The last two courses on individualized instruction and team teaching were presented in more detail. The use of video tapes in assessing the performance of teachers for admission to programs in teacher education was described. Video tapes were also used in teacher placement credential files. The approximate costs of the project were given. Evaluation showed positive evidence that course goals and program objectives were accomplished to a greater degree than were previously used techniques. (BRB)

ED 072 034 SP 006 226

Caldwell, M. Milford

Training and Education.

Delaware State Coll., Dover. Dept. of Education.

Pub Date [69]

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Opportunities, Elementary Education, *Preservice Education, *Teacher Education Curriculum, *Teacher Programs, *Teacher Qualifications

Identifiers—Delaware, Delaware State College, Dover

This article described a preservice elementary teacher education program at Delaware State College initiated in 1969. The proposed objectives of the program included 1) an improved program for training teachers, 2) an opportunity for more agencies to be involved in teacher training, 3) a program geared to minority groups who in the past have been a high risk potential, and 4) a training program which would be a model to recommend changes in the present teacher program at the college. The program was divided into three overlapping parts: field experience, content, and professional education. All courses relating to these segments were presented along with course load schedules for average and exceptional students. A high school diploma was not a requirement for entrance into the program. Tutoring and counseling services were initiated for the students and the Teach-Test-Retach (T-T-Rt) method of teaching was applied. The requirements of teacher selection focused on the ability of the teacher to communicate with the participants. The program was designed to meet training needs of the participants and the present day needs of the classroom teacher. (BRB)

ED 072 035 SP 006 228

[The Teacher Education Program at Mars Hill College.]

Mars Hill Coll., N.C.

Pub Date 71

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Education, *Internship Programs, Methods Courses, *Preservice Education, Self Contained Classrooms, *Student Teaching, *Teacher Education Curriculum, Teaching Programs, Team Teaching, *Teacher Programs

Identifiers—*Distinguished Achievement Award Entry

This paper reported the development of the elementary teacher education program at Mars Hill College from 1968 through 1972. The objectives of the program included giving students a full year of exposure to teaching so they could judge their suitability for the profession; making courses more meaningful through integration of theory and practice; allowing public school personnel more involvement in teacher education; making the elementary education program more selective; and providing public school teachers inexpensive help in the classroom. These objectives were achieved through a junior year internship program, a tutorial program, and an Upward Bound Program. A month to month development of each program was given. The program description focused on the internship program which operated in two schools, the Burton Grove School and the Glen Arden School. The interns were assigned to self-contained classrooms at Burton Grove and to teams at Glen Arden. All students received course credit for the internship and the curriculum was adjusted to enable students to graduate within 4 years. The budget was included in the report along with procedures for evaluation of the program. Appendixes with background information on the Program form the major part of the document. (BRB)

ED 072 036 SP 006 230

Wood, Carvel W.

The Development and Implementation of a New Model for the Preparation of Teachers for Junior High School Youth: Project #2-75 of the Educational Coordinating Council of the State of Oregon.

Corvallis School District 509J, Ore.; Oregon State Univ., Corvallis. School of Education.

Spons Agency—Oregon State Educational Coordinating Council, Salem.

Pub Date 26 Nov 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Programs, Junior High Schools, *Program Descriptions, *Student Teachers, *Student Teaching, *Teacher Education

Identifiers—*Distinguished Achievement Award Entry

The Oregon State University—Corvallis School District Junior High Teacher Education Project provides a sequence of personalized educational experiences for teacher trainees prior to student teaching. The sequence consists of four training states or levels designed to prepare the trainees for the next step of experience. Three levels, each a quarter-long experience, include tutorial, student assistant, and teacher associate. The fourth level is a year long post-student-teacher-resident experience. Approximately 65 students are enrolled at the various levels of the project. Evaluation of the project is in terms of questionnaires, journals, and progress reports to the Educational Coordinating Council of the Oregon Board of Education. (This report describes the project overview and profile, program development, impact and evaluation, and future projections of the project. Appendixes of related program material are included.) (Author/MJM)

ED 072 037 SP 006 240

Sherman, Robert R.

What Is Tenure? A Critical Explanation. AFT Quest Report.

American Federation of Teachers, Washington, D.C.

Pub Date 1 Jan 73

Note—65p.

Available from—American Federation of Teachers/AFL-CIO, 1012 14th Street, N.W., Washington, D. C. 20005 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Philosophy, *Job Tenure, *Teacher Employment, *Teacher Welfare, *Tenure

This report reviews the philosophical and practical basis of teacher tenure. The discussion includes tenure both at the elementary, secondary, and higher education levels. General observations are based on the same criticisms of tenure at every educational level. The major areas of study include the present situation, background of tenure, mythology, and alternative plans. A brief summary indicates the desirability of maintaining tenure. A 38-item bibliography is included. (Related document is SP 006 239.) (MJM)

ED 072 038

Admission, Retention and Guidance of Teacher Candidates.

Miami Univ., Oxford, Ohio. School of Education.

Pub Date 71

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Evaluation Methods, *Preservice Education, School Holding Power, *Student Evaluation, Student Teaching, *Teacher Education, Teacher Education Curriculum, Teacher Guidance, *Teacher Programs

Identifiers—*Distinguished Achievement Awards Entry

This document contained a proposed set of guidelines for admission and selective retention of students in programs of teacher preparation at Miami University, Oxford, Ohio. The presentation was divided into three parts: a) a rationale, b) description of the plan, and c) a set of questions and answers. The rationale recommended the establishment of criteria, standards, and procedures for admission and selective retention of first-year and transfer students to the teacher education program. The outline of admission and selective retention requirements called for a decision by the student regarding his continuation in the program. This decision was based on self-evaluation and evaluation by a designated faculty panel. The first decision came during the freshman year; the second came in the sophomore year; the third preceded the student teaching program. The student, therefore, had the opportunity to evaluate his needs and successes throughout the program. This evaluation technique was also applied to the transfer students and the selective retention program. The questions posed in the final section of the proposal dealt with the supply and demand of teachers and effects of this on teacher training. Suggestions for evaluation of the proposal were made. (BRB)

ED 072 039 SP 006 248

Pope, Jesse Rondo May, Frank B.

A Comparison Between Two Performance-Based Teacher Education Programs: Independent-Study Modules vs. Regular Group Instruction.

Pub Date [71]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Conventional Instruction, *Group Instruction, *Independent Study, Individual Instruction, *Performance Based Teacher Education, *Teaching Methods, *Teaching Techniques

The effectiveness of two performance-based teacher education programs at Washington State University were compared. The programs were identical in content, performance objectives, and textbooks. In one program, however, the content was presented through independent study modules; the other program presented the content through regular classroom interaction. One hundred and thirty elementary education majors with comparable grade point averages were randomly assigned to five sections of an education methods course. Two sections used the independent study module and the remaining sections used group instruction. A student attitude inventory showed no significant differences among instructors who were scheduled for both treatment groups. Statistical analysis of both treatment groups showed a) a higher cognitive achievement level for group-instructed students, b) no significant difference in teaching performance for either group, c) no significant difference in attitudes of students toward instructors, and d) no significant difference in attitudes of students toward the course. It was concluded that independent study, when geared to specific performance objectives, can be as effective or more effective than group instruction in teacher education. (Four tables of statistical data are included.) (BRB)

ED 072 040 SP 006 249

Marram, Gwen D. And Others

The Impact of Teaming and the Visibility of Teaching on the Professionalism of Elementary School Teachers.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRD-T-33

Pub Date 72

Contract—OEC-6-10-078(2B)

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary School Teachers, Evaluation Methods, *Inservice Teacher Education, Open Plan Schools, Participant Satisfaction, *Performance Based Teacher Education, Performance Specifications, *Student Teacher Relationship, *Teacher Evaluation, Team Teaching

A major aspect of professionalism is a desire for collegial evaluation. The data presented came from responses to a questionnaire given to 244 teachers in 15 elementary schools. This study showed that elementary school teachers had little respect for evaluations of their teaching by other teachers. The teachers had a low estimation of the value of professional knowledge, skill, and training. There was also a lack of visibility of teachers' work to each other. An increase in the visibility of work, brought about by team teaching and open schools, increased the perceived soundness of evaluations of that work. The visibility of teaching per se had an independent impact on the importance of evaluations and the desired influence of evaluations. Team teaching was also associated with greater collegial control. Among teachers who were members of teams, a higher level of visibility of teacher's work was associated with an increase in the desired influence of and importance accorded evaluation by colleagues. It was suggested that the increased use of open schools and teams may lead to a more professional organization of teaching. Fourteen tables of statistical data are presented. The appendix includes the teacher questionnaire. (Author)

ED 072 041

SP 007 392

Speech 7 through 12.

Nederland Independent School District, Tex.
Pub Date Sep 68

Note—81p.; 1968 Experimental Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, Dramatics, *Junior High Schools, *Senior High Schools, Speech Curriculum, *Speech Education

GRADES OR AGES: Grades 7 through 12. SUBJECT MATTER: Speech. ORGANIZATION AND PHYSICAL APPEARANCE: Following the foreword, philosophy and objectives, this guide presents a speech curriculum. The curriculum covers junior high and Speech I, II, III (senior high). Thirteen units of study are presented for junior high, each unit is divided into objectives, suggested activities, teachers' suggestions, evaluation, and resources. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are listed for each unit. Activities are listed in detail for junior high, less information is presented for senior high. INSTRUCTIONAL MATERIALS: Books, films, and records are listed under Resources. STUDENT ASSESSMENT: Provision is made for evaluation. (MJM)

ED 072 042

SP 007 394

Junior High School Science: A Manual for Teachers. A Search for Structure. Grade 7.

Baltimore County Public Schools, Towson, Md.

Pub Date 69

Note—496p.

Available from—Board of Education of Baltimore County, Towson, Md. 21204 (\$15.00) Per Copy

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Guides, Grade 7, *Junior High Schools, *Science Curriculum, *Science Teachers

GRADES OR AGES: Grade 7. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: The introduction describes the development of the junior high school science program. The main text is divided into three phases: Processes and Skills, Developing a Model of Matter, and Human Structure and Function. Phase I contains two subcategories: Rocks and Minerals, and Insects. The manual is lithographed and spiral bound with a hard cover. OBJECTIVES AND ACTIVITIES: Objectives are given before each section and activities are found under Teaching Suggestions. INSTRUCTIONAL MATERIALS: The text contains references for the teacher in each section. Four student manuals on rocks and minerals, insects, a model of matter, and living systems are included. STUDENT ASSESSMENT: Sample assessment tasks are included in the Teaching Suggestions. (BRB)

ED 072 043

SP 007 395

Integrating Language Study With Literature and Composition Toward an Integrated Language Arts Program.

Baltimore County Board of Education, Towson, Md.

Pub Date 71

Note—151p.

Available from—Board of Education of Baltimore County, Towson, Md. (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Composition (Literary), *Composition Skills (Literary), Curriculum Design, *Curriculum Guides, Instructional Materials, *Integrated Curriculum, Language Instruction, Literature, *Literature Guides, *Modern Language Curriculum

GRADES OR AGES: Grades 3, 4, 5, and 6.

SUBJECT MATTER: Language, Literature, and Composition. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is organized under six general language concepts: Nature of Language, Language and Communication, Structure of Language, Changes in Language, Relationship Between Speaking and Writing, Language and Experience. Each broad concept is divided into several subordinate concepts. The guide is lithographed. OBJECTIVES AND ACTIVITIES: Activities for each concept are grouped under developmental, relating to literature, and relating to composition. INSTRUCTIONAL MATERIAL: Books, filmstrips, and recordings are listed in a bibliography following each general concept. STUDENT ASSESSMENT: No provision is made for evaluation. (BRB)

ED 072 044

SP 007 397

Hedlund, Sue And Others

A Continuous Learning and Developmental Reading Program. Elementary Curriculum Guide.

Mounds View Public Schools, St. Paul, Minn.

Pub Date 70

Note—386p.

Available from—Independent School District 621, Mounds View Public Schools, District Service Center, 2959 North Hamline Avenue, St. Paul, Minnesota 55113

Document Not Available from EDRS.

Descriptors—*Curriculum Guides, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, *Kindergarten, *Reading Development, *Reading Instruction, *Reading Skills

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Reading. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is organized according to grade levels. Materials for K-6 have been organized under four broad color-coded topics: Kindergarten, Word Attack Skills, Comprehension, and Research Reading Levels. Each topic for each grade level is divided into expected pupil outcomes and suggestions and activities to aid in development. Appendixes include a glossary, work list, and review card drill. The guide is lithographed and spiral bound with a soft cover. OBJECTIVES: Objectives are presented for each unit. Activities are listed under Suggestions and Activities. INSTRUCTIONAL MATERIALS: Limited details concerning instructional materials are presented under Suggestions and Activities. STUDENT ASSESSMENT: No provisions are made for student evaluation. (MJM)

TM

ED 072 045

TM 001 520

Keown, Lauris'on L. Hakstian, A. Ralph

Some Notes on the Choice of Measure of Association for the Component Analysis of Likert Scale Data.

Alberta Univ., Edmonton. Div. of Educational Research.

Report No—RIR-72-3

Pub Date Mar 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Componential Analysis, Correlation, Data Analysis, *Educational Research, *Mathematical Models, Psychometrics, *Statistical Studies, Tables (Data), Technical Reports

Identifiers—*Likert Type Attitude Scale

This study involved an investigation of the use of Pearson r, tetrachoric r, phi, phi/phi maximum, and Kendall Tau-B coefficients as measures of association for the incomplete principal components analysis of simulated Likert scale attitudinal data, based on a known factor pattern and possessing different types of severe departures from normality. The results suggested that in addition to being based on few assumptions, Tau-B was most robust, with respect to distributional distortion, with large or small samples, and this coefficient was followed by the Pearson r. The measures based on 2 x 2 tables—tetrachoric r, phi, and phi/phi maximum—tended to be less robust and were seen to be adversely affected by uneven marginal splits, a condition generally present with Likert scale data. (Author)

ED 072 046

TM 002 242

Operating Engineer (const.) II 859.883—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-343R

Pub Date Jun 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Building Trades, Construction (Process), *Cutting Scores, Engineering, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Operating Engineering, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 047

TM 002 243

Structural-Steel Lay-Out Man (any ind.) 809.381-030—Technical Report on Development of USTES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No—S-344R

Pub Date Jun 70

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Construction (Process), *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Steel Industry, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Structural Steel Lay Out Man

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes

which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 048 TM 002 244
Glass Blower, Laboratory Apparatus (inst. & app.) 4-65.440-Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No.—S-345
Pub Date Jul 65

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Glaziers, Job Applicants, *Job Skills, Laboratory Equipment, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity, Trade and Industrial Education

Identifiers—GATB, *General Aptitude Test Battery, Glass Blower

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 049 TM 002 245
Hand Sewer, Shoes (boot and shoe) 788.884-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-346

Pub Date Aug 66

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Handicrafts, Hand Tools, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Shop Curriculum, Test Reliability, Test Validity
Identifiers—GATB, *General Aptitude Test Battery, Hand Sewer (Shoes)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 050 TM 002 246
Physical Therapist (medical ser.) 079.378-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-347

Pub Date Mar 68

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Medical Services, Norms, Occupational Guidance, *Personnel Evaluation, *Physical Therapists, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 051 TM 002 247
Correction Officer (gov. ser.) 372.868-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-348R

Pub Date Jun 70

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Correctional Rehabilitation, Corrective Institutions, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Prisoners, Test Reliability, Test Validity

Identifiers—Correction Officer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 052 TM 002 248
Meat Cutter (ret. tr.; whole. tr.) 316.884-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-349R

Pub Date Jul 67

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Food Stores, Job Applicants, *Job Skills, *Meat, Meat Packing Industry, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Meat Cutter

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 053 TM 002 249
Maintenance Man, Building (any ind.) 5-83.611-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-350

Pub Date Sep 65

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Buildings, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Maintenance, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Building Maintenance Man, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 054 TM 002 250
Lemon Picker (agric.) 404.887-018-Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-351

Pub Date Sep 65

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, *Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Lemon Picker

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 055 TM 002 251
Occupational Therapist (medical ser.) 079.128--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-352R
 Pub Date Dec 67
 Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, *Medical Services, Norms, Occupational Guidance, Occupational Therapy, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Occupational Therapist

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 056 TM 002 252
Various Occupations in the Iron and Steel Industry. Technical Report on Development of USES Aptitude Test Batteries.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-356; S-362; S-363; S-364; S-365; S-366; S-367; S-368
 Pub Date Mar 66
 Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Metal Industry, Metal Working Occupations, Norms, Occupational Guidance, *Personnel Evaluation, Steel Industry, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job

description presented in this report. A description of the validation sample is included. (AG)

ED 072 057 TM 002 253
Stationary Engineer (any ind.) 950.782--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-357R
 Pub Date Jun 70
 Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Engineering, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, Operating Engineering, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Stationary Engineer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 058 TM 002 254
Offset-Duplicating-Machine Operator (clerical) 207.782--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-358
 Pub Date Aug 66
 Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machinists, Norms, Occupational Guidance, *Personnel Evaluation, Reprography, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Offset Duplicating Machine Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 059 TM 002 255
Assembler, Medical and Surgical Supplies (inst. & app.) 719.885-014; Medical and Surgical Supplies Assembler (inst. & app.) 719.885-022--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-359

Pub Date Oct 67

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, Evaluation Criteria, Industrial Training, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Medical Supplies (Assembler), Surgical Supplies (Assembler)

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 060 TM 002 256
Yarn Winder (any ind.) 6-19.117--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-360
 Pub Date Jan 66
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Machine Tool Operators, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Yarn Winder

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 061 TM 002 257
Garment Packer (any ind.) 9-68.30--Technical Report on Development of USES Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
 Report No.—S-361
 Pub Date Mar 66
 Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Garment Packer, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample and a personnel evaluation form are also included. (AG)

ED 072 062 TM 002 258

Taper (const.) 842.884--Technical Report on Development of USES Aptitude Test Battery. Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service. Report No.—S-464
Pub Date Apr 72
Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Building Trades, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Taper

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 063 TM 002 259

Packer (Glass Mfg.) 8-65.01--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-192

Pub Date Sep 62

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Glass, Inspection, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Glass Packer

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard

deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is included. (AG)

ED 072 064 TM 002 260

Assembler, Electrical Accessories 1 7-00.921--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-191

Pub Date Sep 62

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, Assembly (Manufacturing), *Cutting Scores, *Electrical Occupations, Evaluation Criteria, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 065 TM 002 261

Garment Looper (knit goods) 6-14.410--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-190

Pub Date Sep 62

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Females, Job Applicants, *Job Skills, *Machine Tool Operators, Needle Trades, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—Garment Looper, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 066 TM 002 262

Intercom Serviceman (any Ind.) 5-83.418--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-189

Pub Date Nov 62

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Electrical Occupations, Evaluation Criteria, Intercommunication, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, *Service Occupations, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Intercom Serviceman

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 067 TM 002 263

Weighing Station Operator (gov. ser.) 0-95.906--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-188

Pub Date Jan 62

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, Job Applicants, *Job Skills, Motor Vehicles, Norms, Occupational Guidance, *Personnel Evaluation, *Supervisory Activities, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Weighing Station Operator

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 068 TM 002 264

Venetian Blind Assembler 6-39.551--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-187

Pub Date Jan 62

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Assembly (Manufacturing), *Cutting Scores, Evaluation

Criteria, Job Applicants, *Job Skills, Non-professional Personnel, Norms, Occupational Guidance, *Personnel Evaluation, Test Reliability, Test Validity

Identifiers—GATB, *General Aptitude Test Battery, Venetian Blind Assembler

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 069 TM 002 265

Claim Adjuster (insurance) 1-57.40--Technical Report on Standardization of the General Aptitude Test Battery.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.

Report No.—S-186

Pub Date Sep 62

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Cutting Scores, Evaluation Criteria, *Insurance Occupations, Job Applicants, *Job Skills, Norms, Occupational Guidance, *Personnel Evaluation, Sub-professionals, Test Reliability, Test Validity

Identifiers—Claim Adjuster, GATB, *General Aptitude Test Battery

The United States Training and Employment Service General Aptitude Test Battery (GATB), first published in 1947, has been included in a continuing program of research to validate the tests against success in many different occupations. The GATB consists of 12 tests which measure nine aptitudes: General Learning Ability; Verbal Aptitude; Numerical Aptitude; Spatial Aptitude; Form Perception; Clerical Perception; Motor Coordination; Finger Dexterity; and Manual Dexterity. The aptitude scores are standard scores with 100 as the average for the general working population, and a standard deviation of 20. Occupational norms are established in terms of minimum qualifying scores for each of the significant aptitude measures which, when combined, predict job performance. Cutting scores are set only for those aptitudes which aid in predicting the performance of the job duties of the experimental sample. The GATB norms described are appropriate only for jobs with content similar to that shown in the job description presented in this report. A description of the validation sample is also included. (AG)

ED 072 070 TM 002 296

Anastasio, Ernest J.

An Evaluation of the Demonstrations Being Conducted by the University of Illinois and the MITRE Corporation of Their Respective Computer Assisted Instructional Systems. Annual Report.

Educational Testing Service, Princeton, N.J. Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Report No.—PR-72-19

Pub Date 31 Jul 72

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, Annual Reports, *Computer Assisted Instruction, *Cost Effectiveness, Data Collection, Evaluation Methods, *Instructional Systems, Program Development, Program Evaluation, *Systems Analysis

Identifiers—MITRE, University of Illinois

Progress made on the development of a plan for evaluating the cost performance and educa-

tional benefits of the TICCIT and PLATO projects is summarized in this annual report. The basic focus of the first section of the report, Cost Analysis, is to provide answers to the fundamental question of how much these two CAI methods cost compared with some measure of non-CAI "baseline" educational costs. The second section, Educational Analysis, describes the baseline educational analysis that will be implemented during 1972-73. Attention is given to achievement and attitude measurement, the experimental design, and plans for data collection. In the third section, Technical Analysis, the progress of the two systems to-date is summarized, as based on site visits to both the University of Illinois and MITRE, in relation to system development, decisions that will be important in the determination of the nature of the final system, and the adequacy of the method for collecting system performance data. An extensive bibliography, with brief annotations, lists recent writings related to the subject of computer-based education in general and those technically related to the research, development, and evaluation concerns of the project. The two appendices to the report are: A. Survey of Instructor Activities and Attitudes, and B. Attitudes toward Reading Questionnaires—Grade 2 and Grades 4 and 6. (For related documents, see TM 002 297, 298, and 386.) (DB)

ED 072 071 TM 002 297

Anastasio, Ernest J.

Survey of Instructor Activities and Attitudes.

Educational Testing Service, Princeton, N.J.

Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Report No.—PR-72-19

Pub Date 31 Jul 72

Note—18p.; Draft

Available from—Not available separately; see TM 002 296

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, Educational Practice, Evaluation Methods, *Program Evaluation, *Questionnaires, Surveys, *Teacher Attitudes, *Teaching Techniques

A survey questionnaire of the daily activities and attitudes of instructors participating in demonstrations of the University of Illinois and MITRE computer-assisted instruction (CAI) systems is provided. The first section of the questionnaire concerns the instructor's background, present status, and teaching practices. The second section asks for opinions regarding computers and CAI, and the final section focuses upon opinions regarding various educational practices that may be influenced by these projects. The questionnaire is comprised of a total of 83 questions. (For related documents, see TM 002 296, 298, and 386.) (DB)

ED 072 072 TM 002 298

Anastasio, Ernest J.

C. R. P. T. Attitudes Toward Reading, Grade 2. Sample.

Educational Testing Service, Princeton, N.J. Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Report No.—PR-72-19

Pub Date 31 Jul 72

Note—6p.

Available from—Not available separately; see TM 002 296

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Emotional Response, *Grade 2, *Questionnaires, Reading, *Student Attitudes

This sample of an Attitude toward Reading questionnaire for Grade 2 contains 24 items, which are preceded by 4 examples, each of which is to be answered by one of the following: I am very sad; I am a little bit sad; I am a little bit happy; I am very happy. Each of these states is illustrated directly beneath the statement by a drawing of a face showing the feeling described by the statement. (For related documents, see TM 002 296, 297, and 386.) (DB)

ED 072 073 TM 002 299

Educational Needs Assessment: A Community Survey. A Project to Determine District Goals and Objectives and Establish Priorities for the Beverly Hills Unified School District, October, 1972.

Beverly Hills Unified School District, Calif.

Pub Date Oct 72

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, Community Attitudes, *Educational Legislation, *Educational Needs, Educational Objectives, Educational Research, Financial Policy, Information Needs, *Parent Responsibility, *Questionnaires, *School Responsibility, Surveys, Technical Reports

Identifiers—*Beverly Hills, California

In an effort to serve several purposes with the same instrument, a questionnaire was designed so that respondents could indicate their requirements for information concerning schools, to rank goals and objectives, and make determination as to which aspects of a child's development were primarily a home responsibility and which aspects were the school's responsibility. The final section of the questionnaire was designed to do two things. The first purpose was to determine the level of confidence in, and support of, the total educational program for Beverly Hills schools. The second was to rank budget allocations. Basic questions in the questionnaire include: (1) Which are the best information sources concerning Beverly Hills Schools? (2) In what areas is more information needed? (3) In what areas should the schools expend resources? (4) Where, between home and school, does the primary responsibility lie for the student's development in other than academic areas? and (5) What is the level of confidence in the schools? (Author/CK)

ED 072 074 TM 002 300

The Beverly Hills Community Looks at its Schools. Appendix II.

Beverly Hills Unified School District, Calif.

Pub Date Oct 72

Note—8p.; Note available separately; see TM 002 299

Document Not Available from EDRS.

Descriptors—*Community Attitudes, *Data Collection, Educational Objectives, *Program Evaluation, *Questionnaires, Rating Scales, *Surveys

A questionnaire designed to determine community opinion of its schools is presented. The questionnaire contains five sections that relate to: number of years lived in the community; number of children in Beverly Hills District schools and grades in which enrolled; best sources of information concerning the schools; newspapers read regularly, and areas in which more information is desired. Respondents may also rate the importance for students of selected educational goals; answer questions regarding goals that are primarily a school responsibility and those that are primarily a home responsibility; and express feelings concerning statements relating to educational programs in Beverly Hills. (CK)

ED 072 075 TM 002 306

Hilton, Thomas L. And Others

Stability and Instability in Academic Growth—A Compilation of Longitudinal Data. Final Report.

Educational Testing Service, Princeton, N.J. Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Report No.—OE-PR-72-21

Bureau No.—BR-0-0140

Pub Date Aug 71

Grant—OEG-2-700013(509)

Note—394p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Academic Achievement, Academic Records, Adolescents, Data Analysis, Educational Research, Educational Theories, *Elementary Grades, *Longitudinal Studies, *Models, Public Schools, *Secondary Grades, Statistical Data, Tables (Data)

Identifiers—*Stability Study, United States

This volume constitutes the final report of Phase I of the Analysis of Student Growth and Its Implications for Educational Policy, an investigation undertaken at the Educational Testing Service (ETS). The investigation was based on data from the Growth Study, a nationwide longitudinal study of academic growth. This first phase has been referred to as the Stability Study since its focus has been on describing the stability or instability of academic growth from Grade 5 to Grade 11 of a sample of U.S. public school students. The present descriptive findings are viewed as a critical first step in the building of a theoretical model of the structure of academic achieve-

ment and the way in which this structure changes from the elementary school years to the secondary school years. The findings are presented in the interest of such theory development and for the purposes of educational researchers and practitioners faced with the need for reliable data on the academic growth of a large sample of U.S. adolescents. (Author/CK)

ED 072 076 TM 002 315

Steinke, Elisabeth
Computer Aided Tests.
Pub Date Aug 70
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Computational Linguistics, *Computer Oriented Programs, German, Information Retrieval, *Item Banks, Languages, *Machine Translation, Programming Languages, Statistical Analysis, *Test Construction

Identifiers—*COMIT Language

An approach to using the computer to assemble German tests is described. The purposes of the system would be: (1) an expansion of the bilingual lexical memory bank to list and store idioms of all degrees of difficulty, with frequency data and with complete and sophisticated retrieval possibility for assembly; (2) the creation of an item-synthesizing center similar to the analyzing center which permit the computer to take apart the German input; (3) the inclusion of statistical data, such as deltas, biserials, percentages, etc.; (4) to determine actual frequency of words as they occur in input; (5) to assemble vertical tests as well as parallel-horizontal tests; and (6) to enable the professional test-production staff to concentrate their efforts on activities that are not likely to be performed by a computer, such as reviewing material, finding appropriate texts, writing questions for passages, etc. "COMIT as and IR Language" by Victor H. Yngve is discussed briefly, and a sample machine translation from "An Introduction to Machine Translation" by Emile Delavenay is reproduced. (DB)

ED 072 077 TM 002 316

Milwaukee Bilingual Education Program, 1971-1972. Evaluation Report.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, *Behavioral Objectives, *Bilingual Education, Comparative Analysis, *Curriculum Design, Educational Research, Elementary Grades, English, Evaluation Methods, Item Analysis, Kindergarten, Measurement Instruments, Parent Attitudes, *Program Evaluation, Questionnaires, Secondary Grades, Second Language Learning, Spanish, Student Attitudes, Student Evaluation, Teacher Attitudes, Team Teaching, Technical Reports, Test Results, Tests

Identifiers—*Milwaukee, Wisconsin

The Milwaukee Bilingual Education Program has been guided by behavioral objectives related to desired pupil, staff, management, parent and community outcomes. The objectives were developed and revised mainly by curriculum supervisors. Frequent references are made to two publications, "Milwaukee Public Schools Bilingual Elementary Program K-4," and "Performance Objectives for Bilingual Education Offerings at the Secondary Level," which define the totality of the behavioral objectives and contain the test item pools of expected pupil behaviors. Of the several objectives in each subject content area, supervisory and/or teaching staff members selected two to be evaluated for each component in 1971-1972. Some behavioral objectives were analyzed in terms of percent of pupil achievement by language dominance. Tests of significance have been included for comparisons of pre/post scores and comparison of Bilingual Program groups with other groups. The report of pupil outcomes is divided into three sections: kindergarten, primary, and secondary. Each section is subdivided into curriculum areas. Under each curriculum area, there are statements of goals, objectives measured, classroom procedure, evaluation procedure, findings, and conclusion. A summary concludes each section. (Author/CK)

ED 072 078 TM 002 317

Test of Comprehension and Use of Oral Spanish. Appendix A.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—9p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—Evaluation Techniques, Language Skills, *Magnetic Tape Cassette Recorders, Oral Expression, Rating Scales, *Spanish, Student Evaluation, *Test Construction, *Tests, *Verbal Tests

This test utilizes individual cassette tape recorders and 10 pictures about which the student is questioned in Spanish and replies in Spanish. The tape recorder is kept running during the entire test period so that general conversation can enter into the rating of the pupil's language skills. Two sample questions, instructions to the rater, and the rating sheet are provided. (DB)

ED 072 079 TM 002 318

Performance Test 4 SCIS, Material Objects Science Program. Appendix F.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—6p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—*Performance Tests, *Problem Solving, *Rating Scales, *Science Tests, Student Evaluation, *Test Construction

This performance test is comprised of four activities, each with a specific objective(s), process skills, material for each pupil, procedure, and directions to the pupil. The four activity objectives are: I. Describe and classify objects by properties; II. Compare properties of objects to understand serial ordering; III. Describe and classify objects by material; and IV. Match like materials in different forms. Use observable evidence to support this conclusion. The student rating form is provided. (DB)

ED 072 080 TM 002 319

Test of Hispano-American Culture, Language, and History. Appendix G.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—3p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—*Diagnostic Tests, English, *Latin American Culture, Spanish, Student Evaluation, *Test Construction, Tests

This is a diagnostic test to determine the student's ability to answer certain questions concerning Hispanic American Culture, Language, and History. The test contains nine questions, all of which are in both Spanish and English, as are the instructions to the student. (DB)

ED 072 081 TM 002 320

Secondary Student Questionnaire. Appendix I.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Note—2p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—*Bilingual Education, *Questionnaires, *Secondary Grades, *Spanish, *Student Attitudes

An 11-item questionnaire for completion by students in secondary grades is provided. The questionnaire questions relate to the Bilingual Program and the student's attitude toward the program. (DB)

ED 072 082 TM 002 321

Elementary Staff Questionnaire, Spring, 1972.

Appendix J.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—6p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—Bilingual Education, *Bilingual Teachers, Elementary Grades, English, *Instructional Staff, *Program Evaluation, *Questionnaires, Spanish, *Teacher Attitudes

This questionnaire for completion by Bilingual Program teachers in the elementary grades contains questions on Team Teaching, the Bilingual Resource Specialist, the Spanish Curriculum Development Center, and general questions concerning the program. (DB)

ED 072 083 TM 002 322

Parent-Community Questionnaire. Appendix K.

Milwaukee Public Schools, Wis. Dept. of Educational Research and Program Assessment.

Pub Date 72

Note—7p.

Available from—Not available separately; see TM 002 316

Document Not Available from EDRS.

Descriptors—*Bilingual Education, *Community Attitudes, *Parent Attitudes, Program Evaluation, *Questionnaires, *Spanish Americans

This 12-item questionnaire, in both English and Spanish, for completion by Spanish-American parents and other members of the Spanish-American community seeks answers to questions concerning the Bilingual Program of Milwaukee Public Schools. (DB)

ED 072 084 TM 002 323

Boehm, Ann E.

Assessing for Teaching with Young Children.

Pub Date 72

Note—9p.; Paper presented to American Psychological Association, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Cognitive Tests, Concept Teaching, *Criterion Referenced Tests, *Curriculum Planning, Disadvantaged Youth, Evaluation Methods, Perceptual Motor Coordination, Post Testing, *Preschool Education, Pretesting, *Program Evaluation, Psychomotor Skills, *Skill Analysis, Task Analysis, Test Construction, Testing

Identifiers—Boehm Test of Basic Concepts, Inventory Cognitive Skills, Visual Motor Functioning

A criterion-referenced instrument, Inventory of Cognitive Skills and Visual-Motor Functioning, was devised to evaluate a prekindergarten program for economically disadvantaged 4-year-olds. The inventory, administered to each child at the beginning and end of the preschool experience, provided specific information in: (1) knowledge of body parts, colors, shapes, and numbers; (2) information from pictures; (3) story comprehension; (4) picture comprehension; (5) concept knowledge; (6) following directions consisting of multiple parts; (7) copying shapes; (8) gross motor coordination; and (9) rating of responses during assessment. The assessment resulted in more precise classroom planning and better knowledge of the developmental level of the age group. An important part of criterion-referenced assessment is task analysis, or breaking down skills into their component parts. The Boehm Test of Basic Concepts illustrates the task analysis approach. Fifty concepts are tested to determine which present difficulty for individual pupils. With the test, teachers or specialists can identify individual strengths and limitations and group patterns, all of which can be used in classroom planning. Instructional procedures need to carry the task analysis further by tapping the many levels of concept learning and application, from concrete to abstract. (KM)

ED 072 085 TM 002 325

Young, Forrest W.

Polynomial Conjoint Analysis of Similarities: A Model for Constructing Polynomial Conjoint Measurement Algorithms.

North Carolina Univ., Chapel Hill. L.L. Thurstone Psychometric Lab.

Spons Agency—National Inst. of Mental Health, Rockville, Md.; National Science Foundation, Washington, D.C.

Pub Date Apr 69

Note—23p.; Number 74

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Algorithms, Conceptual Schemes, Factor Analysis, Mathematical Applications, Mathematical Logic, *Mathematical Models, *Measurement, Methods, *Multidimensional Scaling, Probability Theory

A model permitting construction of algorithms for the polynomial conjoint analysis of similarities is presented. This model, which is based on concepts used in nonmetric scaling, permits one to obtain the best approximate solution. The con-

cepts used to construct nonmetric scaling algorithms are reviewed. Finally, examples of algorithmic models for nonmetric scaling, multidimensional unfolding, conjoint measurement, factor analysis, subjective expected utility, and the Bradley-Terry-Luce choice problem are presented. (Author)

ED 072 086 TM 002 326

Carstens, Arthur And Others

Educational Assessment and District Enrollment in Michigan. The Seventh Report of the 1970-71 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Spons Agency—Michigan State Board of Education, Lansing.

Pub Date Jun 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Attitude Tests, Basic Skills, *Comparative Analysis, Dropout Rate, Educational Administration, *Educational Status Comparison, *Evaluation Criteria, Grade 4, Grade 7, Minority Groups, Performance, Performance Factors, Socioeconomic Status, *State Surveys, *Statistical Data, Student Enrollment, Student Teacher Ratio, Tables (Data), Teacher Background, Teacher Salaries

Identifiers—*Michigan

The seventh report of the Michigan Educational Assessment Program provides data comparing scores on the program variables of groups of State school districts classified on the basis of enrollment size. The 628 districts were divided into 14 groups, which were compared on: (1) human resources—such as pupil/teacher ratio and percent of teachers with master's degree; (2) school financial resources—such as local revenue per pupil and State school aid per pupil; (3) student background; (4) school/student performance—Attitude measures, basic skills measures, and dropout rate; and (5) school or district size. Qualifying information regarding the use of the data is given, and statistical terms are defined. It was found that on certain assessment measures in the categories of school resources, student background, and dropout rate, groups of school districts classified according to enrollment size do perform differently. But differences were found to be slight on most measures. No discernible pattern occurred in the basic skills measures. An appendix lists the school districts in the size groupings used for the study. (For related documents, see EM 002 327-330.) (KM)

ED 072 087 TM 002 327

Donovan, David And Others

Levels of Educational Performance and Related Factors in Michigan. The Fifth Report of the 1970-71 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Spons Agency—Michigan State Board of Education, Lansing.

Pub Date Jun 72

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Achievement, Attitude Tests, Basic Skills, Community, Dropout Rate, Educational Finance, *Evaluation, Evaluation Criteria, *Grade 4, *Grade 7, Minority Groups, Norms, Performance Factors, School Districts, Socioeconomic Status, *State Surveys, Statistical Data, Student Teacher Ratio, Tables (Data), Teacher Background, Teacher Salaries

Identifiers—*Michigan

The fifth report of the Michigan Educational Assessment Program contains education profiles for State school districts, schools and pupils. The profiles deal with: (1) human resources—such as pupil/teacher ratio and percent of teachers with master's degree; (2) school financial resources—such as local revenue per pupil and State school aid per pupil; (3) student background; (4) school/student performance (grades 4 and 7)—attitude measures, basic skills measures, and dropout rate; and (5) school or district size. The profiles present information assembled separately for each of five community types—metropolitan core city, city, urban fringe, town, and rural. Within this framework, profiles are constructed from: (1) district-level mean scores on the educational assessment measures; (2) school-level

mean scores; and (3) individual pupil scores. Precautions that should be observed and definitions of statistical terms are included. Appendix A contains definitions of the five community types; the measures used in the educational assessment program are defined in Appendix B. (For related documents, see TM 002 326, 328-330.) (KM)

ED 072 088 TM 002 328

Donovan, David And Others

Distribution of Educational Performance and Related Factors in Michigan. The Sixth Report of the 1970-71 Michigan Educational Assessment Program.

Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Spons Agency—Michigan State Board of Education, Lansing.

Pub Date Jun 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Performance, *Achievement Rating, Attitude Tests, Basic Skills, Comparative Analysis, Dropout Rate, Educational Finance, *Evaluation, Evaluation Criteria, Grade 4, Grade 7, Measurement Instruments, Minority Groups, Performance Factors, School Districts, Socioeconomic Influences, *Socioeconomic Status, *State Surveys, Statistical Data, Student Teacher Ratio, Tables (Data), Teacher Background, Teacher Salaries

Identifiers—*Michigan

The sixth report of the Michigan Educational Assessment Program contains eight educational distribution profiles. Schools and districts were classified into upper, middle, and lower thirds on the basis of the average scores (in grades 4 and 7) in composite achievement and socioeconomic status, and their scores on all assessment measures were charted. The assessment measures were: (1) human resources—such as pupil/teacher ratio and percent of teachers with master's degree; (2) school financial resources—such as local revenue per pupil and State school aid per pupil; (3) student background; (4) school/student performance—attitude measures, basic skills measures, and dropout rate; and (5) school or district size. The purpose of this report was to find whether schools or districts that rank high, in the middle, or low on composite achievement or socioeconomic status have a similar rank on other assessment measures. It was found that this is generally true, but certain exceptions and limitations on interpretation are specified. An appendix contains definitions of the educational assessment measures. (For related documents, see TM 002 326-327, 329-330.)

ED 072 089 TM 002 329

Technical Report of the 1970-71 Michigan Educational Assessment Battery. The Ninth Report of the 1970-71 Michigan Educational Assessment Program.

Educational Testing Service, Princeton, N.J.; Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Spons Agency—Michigan State Board of Education, Lansing.

Pub Date Jun 72

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, *Attitude Tests, Cluster Analysis, Correlation, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, Factor Analysis, Internal Scaling, Item Analysis, *Measurement Techniques, Psychometrics, Questionnaires, Rating Scales, Raw Scores, Socioeconomic Status, *State Surveys, Technical Reports, *Test Interpretation, Test Reliability, Test Validity, Weighted Scores

Identifiers—*Michigan

The ninth report of the Michigan Educational Assessment Program contains the technical information needed to evaluate the instruments and techniques used to measure and report the status of student achievement and attitude. This report is intended for people with expertise in psychometrics. The Program is described in the first section of the report. The second section describes the assessment battery and contains two sub-sections that deal, respectively, with its non-cognitive and cognitive parts. Each sub-section presents a description of the instrument(s) involved, the derivation of reported scores, and the psychometric properties of the measures. Appen-

dix A contains raw and standard score distributions, conversion parameters, and percentile ranks for the tests of basic skills. Appendix B contains basic skills test question classifications. Appendix C contains basic skills test content specifications. (For related document, see TM 002 326-328, 330.) (Author/KM)

ED 072 090 TM 002 330

Background and Attitude Questionnaire Items and A Priori Weights. Table 4.

Educational Testing Service, Princeton, N.J.; Michigan State Dept. of Education, Lansing. Research, Evaluation, and Assessment Services. Spons Agency—Michigan State Board of Education, Lansing.

Pub Date Jun 72

Note—4p.; Not available separately, see TM 002 329

Document Not Available from EDRS.

Descriptors—*Attitude Tests, *Measurement Techniques, Psychological Tests, *Questionnaires, Self Concept Tests, Socioeconomic Status, *State Surveys, *Student Attitudes, Weighted Scores

Identifiers—*Michigan

Background and attitude questionnaire items used in the Michigan Educational Assessment battery to measure socioeconomic status and attitudes toward self, school, and the importance of school achievement are presented. A priori weights for item responses are provided. (For related document, see TM 002 329.) (KM)

ED 072 091 TM 002 331

Ferneau, E. Mueller, S.

Attitudes Among a Group of College Students toward Drug-Abuse and the Drug-Abuser.

Pub Date [71]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Alcohol Education, *Alcoholism, Attitude Tests, College Students, *Drug Abuse, Drug Addiction, Drug Education, Factor Analysis, Group Tests, *Questionnaires, Rating Scales, Scores, *Student Attitudes, *Surveys, Test Interpretation

Identifiers—Alcoholism Questionnaire, Marcus (A)

A study of student attitudes toward drug abuse and the drug abuser was conducted, using a modified version of Marcus's "Alcoholism Questionnaire." One hundred twenty-two college students participated. Mean factor scores (MFS) were developed for the nine factors tested. Marcus's "safe operating criterion" (ignore MFS differences that are less than 0.50 and pay particular attention to those greater than 1.00) was used in analyzing results. MFS for this group were compared with those of 2 other groups—120 heroin addicts in a methadone treatment program and 35 college students. The MFS differences between the student and addict groups were below 0.50 on four factors and between 0.50 and 1.00 on the remaining five. On these five factors, it appears that students are more likely to believe that addicts do and can be helped to recover and are more likely to see addiction as an illness. Addicts are more willing than students to believe that periodic excessive drug users can be addicts. The results of this survey were compared with the results of a similar survey of student attitudes toward alcoholism and the alcoholic. The MFS differences were below 0.50 on 7 factors and below 1.00 on the other two. It was concluded that students are ambivalent in their views of drug abuse and alcoholism; they say that both are illnesses but are undecided about the issues of control and character defect. Therefore it was concluded that we are failing in our education of youth in these areas. A bibliography is provided. (For related documents, see TM 002 332, 333.) (KM)

ED 072 092 TM 002 332

Ferneau, E. Mueller, S.

The Alcoholism Questionnaire.

Pub Date [71]

Note—4p.; Not available separately, see TM 002 331

Document Not Available from EDRS.

Descriptors—*Alcoholism, *Attitude Tests, College Students, Group Tests, *Questionnaires, *Rating Scales, Student Attitudes, Surveys

Identifiers—Alcoholism Questionnaire

The alcoholism questionnaire used to survey college student attitudes on the subject is pro-

vided. It is identical to the drug-abuse questionnaire except for word changes appropriate to the subject matter. The questionnaire consists of 40 statements about alcoholics and alcoholism, with 7 possible responses: (1) completely disagree; (2) mostly disagree; (3) disagree more than agree; (4) neutral; (5) agree more than disagree; (6) mostly agree; and (7) completely agree. (For related documents, see TM 002 331, 333.) (KM)

ED 072 093 TM 002 333

Ferneau, E. Mueller, S.

The Drug-Abuse Questionnaire.

Pub Date [71]

Note—4p.; Not available separately, see TM 002 331

Document Not Available from EDRS.

Descriptors—*Attitude Tests, College Students, *Drug Abuse, Drug Addiction, Group Tests, *Questionnaires, *Rating Scales, Student Attitudes, Surveys

Identifiers—Drug Abuse Questionnaire

The drug-abuse questionnaire used to survey college student attitudes on the subject is provided. It is identical to the alcoholism questionnaire except for word changes appropriate to the subject matter. The questionnaire consists of 40 statements about drug abuse and drug abusers, with 7 possible responses: (1) completely disagree; (2) mostly disagree; (3) disagree more than agree; (4) neutral; (5) agree more than disagree; (6) mostly agree; and (7) completely agree. (For related documents, see TM 002 331, 332.) (KM)

ED 072 094 TM 002 334

Use of Diagnostic Testing in a Classification Information Program.

Veterans Administration Hospital, Bedford, Mass. Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Diagnostic Tests, *Measurement Instruments, *Personnel Evaluation, Questionnaires, Retention Studies, *Testing Programs, *Test Results, Vocational Retraining

Identifiers—Classification Questionnaire, Prototype Diagnostic Test

The three parts of this study concern the application of diagnostic testing to measure the effectiveness of classification training, the development of a systematic approach to applying the results, and a long-term study of employee retention of classification information. The measurement instrument selected for diagnostic testing of employees of a Veterans Administration Hospital was a brief "True-False" test, developed in 1968, with 20 items and called a Prototype Diagnostic Test. An alternate test, developed in 1972, with 20 items and called a Classification Questionnaire, was used after completion of refresher training, and the results were compared with the diagnostic test score; thus it was possible to quantify the effectiveness of the refresher training. The test results were also used to evaluate Divisions and Services of the hospital. The long-range study of how long the average employee retained a satisfactory amount of classification information without refresher training utilized a random sample of 137 nursing assistants over a period of four years, after which they were tested with basically the same information. Statistical analysis of the results showed that the average score of the population fell from 86% to 80%. It is concluded that use of a diagnostic test covering basic classification information is an effective way to determine classification training needs, provide a basis for measuring the effectiveness of classification training, identify employees for remedial training, and provide for comparative evaluation of the program. (For related document, see TM 002 335.) (DB)

ED 072 095 TM 002 335

1968 Prototype Diagnostic Test.

Veterans Administration Hospital, Bedford, Mass. Note—3p.; Not available separately, see TM 002 334

Document Not Available from EDRS.

Descriptors—*Diagnostic Tests, *Measurement Instruments, *Personnel Evaluation, Post Testing, *Pretests, *Questionnaires, Test Construction, Vocational Retraining

Identifiers—Classification Questionnaire, *Prototype Diagnostic Test

This true-false diagnostic test was used for pretesting of employees at a Veterans Adminis-

tration Hospital. The test is comprised of 20 items. An alternate test—Classification Questionnaire—was used for testing after remedial training. (For related document, see TM 002 334.) (DB)

ED 072 096 TM 002 336

Horne, Eleanor V., Ed.

Test Collection Bulletin, Vol. 6, No. 4, October 1972.

Educational Testing Service, Princeton, N.J.

Pub Date Oct 72

Note—27p.; Address questions about Head Start to Head Start Test Collection, Educational Testing Service, Princeton, N.J.

Available from—Eleanor V. Horne, Test Collection, Educational Testing Service, Princeton, New Jersey 08540 (subscription \$2.00, foreign readers \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, Bulletins, *Early Childhood, *Measurement Instruments, Psychological Tests, *Publications, Publishing Industry, *Tests

Identifiers—Project Head Start

This bulletin lists tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation. Bulletin entries of particular interest to those working with children aged from birth to nine are preceded by a special symbol. The acquisitions are listed under the following headings: Achievement; Aptitude; Personality, Interests, Attitudes, and Opinions; Miscellaneous, Sensory-Motor, Unidentified. Announcements of publications, tests no longer available, test reviews, new references, new publishers, new addresses, addresses of publishers and organizations, an index, and subscription information are provided. (DB)

ED 072 097 TM 002 337

Marco, Gary L.

The Impact of Michigan 1970-71 Grade Three Title I Reading Programs.

Educational Testing Service, Princeton, N.J.

Spons Agency—Michigan State Dept. of Education, Lansing.

Report No.—PR-72-5

Pub Date Mar 72

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, Data Collection, Educational Research, *Evaluation Methods, *Grade 3, Post Testing, Pretesting, *Program Evaluation, *Reading Programs, Statistical Data, *Student Evaluation, Tables (Data), Test Results

Identifiers—Metropolitan Achievement Tests, *Michigan

An overall analysis is made of the impact of Grade 3 Title I reading programs in the State of Michigan. An attempt is made to estimate the effectiveness of particular reading programs for low-scoring, middle-scoring, and high-scoring pupils for the purpose of identifying exemplary programs. In addition, a rank ordering of the various programs relative to one another and to "regular" Grade 3 programs in the state is made. The Primary II Reading Test of the Metropolitan Achievement Tests was used for pretesting and posttesting. Site visits were also made to all of the schools in the study to collect information. Two different statistical methods were used to analyze the data: (1) analysis of change scores; and (2) one based on within-school regression lines. The major conclusion reached as a result of the study findings is that Title I reading programs in Grade 3 in Michigan vary considerably as to effectiveness from one program to another. The three appendices to the report provide a listing of participants, data collection form, and supporting tables in Appendix A; Appendix B presents 12 tables and 9 figures; and Appendix C contains program data on 16 schools relating to 6 program areas. (DB)

ED 072 098 TM 002 338

Maxson, Robert C.

An Analysis of the Influence of Sex, Intelligence, and Socio-Economic Background on the Modification of Ethnocentric Attitudes.

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Changing Attitudes, Control Groups, *Ethnic Relations, Ex-

perimental Groups, Grade 12, Hypothesis Testing, Intelligence Tests, Minority Groups, Post Testing, Pretesting, *Psychological Testing, *Racial Attitudes, Social Studies, Socioeconomic Status, Statistical Analysis, *Student Attitudes, Test Results

To determine if the ethnocentric perceptions of students would be influenced by participation in a 3-week social studies unit on "The Contributions of Minority Ethnic Groups to American Civilization," a study was made utilizing 114 students in five 12th grade social studies classes (three experimental and two control). The investigation attempted to gain insight into the processes of attitudinal change and to obtain information on the influence of sex, intelligence, and socioeconomic background on attitudinal change. Ten hypotheses were tested. A modified form of the California E Scale was given to all groups prior to the beginning of the study unit, and again three days following the completion of the unit. In addition, the experimental groups completed the Otis Quick-Scoring Mental Ability Tests, Gamma Test: Form C, 1939, and a personal information form. The statistical technique employed was the significance of the differences between means obtained from the same group upon two occasions (t-test). Results of the study were: (1) factual information favorable to minority ethnic groups lowered the expressed ethnocentric attitudes of the experimental groups; (2) both the high and low ethnocentric groups became more tolerant in the expression of their feelings toward members of minority ethnic groups; (3) the male population showed no attitudinal change, but the female population showed highly significant reduction in ethnocentrism; (4) expressed prejudicial attitudes toward minority groups were substantially reduced; and (5) the treatment induced an expressed significant reduction in ethnocentrism in the high socioeconomic group, but there was no significant attitudinal shift in the low socioeconomic group. Recommendations for future research are made. (DB)

ED 072 099 TM 002 340

Curtis, H. A., Ed.

The Development and Management of Banks of Performance Based Test Items.

Harcourt Brace Jovanovich, Inc., New York, N.Y.

Pub Date Apr 72

Note—36p.; Symposium presented at the Annual Meeting of the National Council on Measurement in Education, Chicago, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education Programs, Conference Reports, *Criterion Referenced Tests, *Information Science, *Item Banks, Migrant Education, *Performance Tests, Publishing Industry, Remedial Reading, Symposia, *Test Construction

Identifiers—Florida

Symposium papers presented at an Annual Meeting of the National Council on Measurement in Education (Chicago, 1972), all of which concern banks of test items for use in constructing criterion referenced tests, comprise this document. The first paper, "Locally Produced Item Banks" by Thomas J. Slocum, presents information on the procedures, staff requirements, and benefits when item banks are created using local staff. "Commercially Produced Item Banks: The Local Project Director's Responsibilities" by H. A. Curtis, the second paper, is based upon the author's experiences as the director of a project designed to improve the reading ability of agricultural migrant children in the elementary school of Florida. In the third paper, "Publisher's Management Problem When Entering into a New Field of Test Development" by Muriel M. Abbott, discusses the problems encountered by Harcourt Brace Jovanovich, Inc. in test development and marketing in connection with the Florida Agricultural Migrant Compensatory Reading Program. "Publisher's Role in Preparation of Items" by Barrie Wellens describes some of the unique aspects of the development of items by Harcourt Brace Jovanovich, Inc. for the Florida Agricultural Migrant Compensatory Reading Program. In the final paper, "Computer Storage and Retrieval of Test Items" by John J. Marxer, methods of item storage and retrieval are discussed, with special reference to computerized storage. (DB)

ED 072 100 TM 002 341

Warren, Jonathan R. Roelfs, Pamela J.
Student Reactions to College: The Development of a Questionnaire through which Junior College Students Describe their College Experiences. Final Report.

College Entrance Examination Board, Palo Alto, Calif.; Educational Testing Service, Berkeley, Calif.

Report No.—PR-72-23; RDR-72-73-4

Pub Date Oct 72

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Collection, *Junior College Students, Post Secondary Education, *Questionnaires, Statistical Data, *Student College Relationship, Student Needs, *Student Reaction

The need for a new type of standardized procedure to learn what educational concerns junior college students have and how effectively they felt they're needs were being met led to the development of a questionnaire to meet the need. This report presents a description of the various phases through which the questionnaire was developed and made ready for publication. The 27 junior colleges who participated in the project are listed together with their characteristics. Students Reactions to College (Response Distributions for 27 Colleges), Spring 1971 are provided in relation to: Characteristics of Student Sample; Students' In-Class Activities; Students' Concerns about Their Overall College Programs and Their Plans for the Future; Students' Experiences in Studying for Courses; Students' Experiences with the College's Regulations and Administrative Procedures; Students' Living Conditions; Students' Interpersonal Experiences on Campus. The final questionnaire is provided. (For related document, see TM 002 342.) (DB)

ED 072 101 TM 002 342

Warren, Jonathan R. Roelfs, Pamela J.
Student Reactions to College. Directions. Appendix C.

College Entrance Examination Board, Palo Alto, Calif.; Educational Testing Service, Berkeley, Calif.

Report No.—PR-72-23; RDR-72-73-4

Pub Date Oct 72

Note—22p.; Not available separately, see TM 002 341

Document Not Available from EDRS.

Descriptors—Data Collection, *Junior College Students, Post Secondary Education, *Questionnaires, Statistical Data, *Student College Relationship, Student Needs, *Student Reaction

This is the final questionnaire developed to ascertain Student Reactions to College from Junior College Students. The items in the questionnaire relate to the following: Sex, Age, Marital Status, Living Arrangements, Employment, Ethnic Group, When Classes Are Attended, Number of Credit Hours Enrolled, Previous Semesters or Quarters Completed at the Same College or at Another College, Active Duty in the Armed Services, Major Field or Course of Study, What the Program Is Expected to Lead to Eventually, and 157 statements to which the student responds by marking either Not Applicable, Almost Never, Sometimes, Often, or Almost Always. (For related document, see TM 002 341.) (DB)

ED 072 102 TM 002 343

Dees, James W.
Complex Intellect vs the IQ Test as a Predictor of Performance.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Pub Date 10 Nov 72

Note—10p.; Paper presented at Mid-South Educational Research Association Convention, New Orleans, Louisiana, 10 November 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, Group Intelligence Tests, Intelligence, *Intelligence Factors, Military Personnel, *Multiple Regression Analysis, Peer Relationship, *Performance, Personality Theories, *Predictive Ability (Testing), *Psychological Tests, Psychomotor Skills, Tables (Data), Technical Reports

In order to test the ubiquity of the structure of the intellect for predictors of performance, a

psychomotor skill (M 16 rifle proficiency test), a measure of perseverance (completion or resignation from OCS Program), and a measure of leadership ability (peer ratings) were selected as criteria on which multiple regressions were conducted with a battery of 37 tests of different elements of the structure of the intellect. A functionally significant correlation with any of the three criteria would support a rationale for greatly increased work in that area. Functionally significant correlations for all three criteria would support a unified theory of human potential. Subjects were 100 OCS candidates at Fort Benning, Ga. The p.05 level of significance for the multiple R was used as the criterion for selecting the terminal step in the multiple regression program. The Pearson and Biseiral correlations among the pairs of criteria are: (1) peer ratings with M 16 scores— $r=.21$; (2) peer ratings with course completion— $r=.23$; and (3) M 16 scores with course completion— $r=.06$. The data obtained support a unified theory of human potential and have wide implications for intelligence testing, personality theory, and prediction of performance. (Author/KM)

ED 072 103 TM 002 344

Flanagan, John C. And Others

The Project TALENT Data Bank: A Handbook.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Office of Naval Research, Arlington, Va.

Pub Date Apr 72

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aptitude Tests, *Data Bases, *Educational Research, Guides, Information Storage, Interest Tests, *Longitudinal Studies, Performance Tests, Personality Tests, Psychological Tests, Questionnaires, Rating Scales, Research Projects, *Research Tools, *Secondary Grades, Self Concept Tests, Student Testing, Tables (Data)

Identifiers—Student Activities Inventory, Student Information Blank

Project TALENT is a large-scale, long-range longitudinal study of a representative sample of students assessed with a comprehensive set of psychological, educational, and personal measures. In 1960, students in grades 9 through 12 were given a battery of tests and inventories. One-year, five-year, eleven-year, and twenty-year follow-ups of the same students by questionnaires constitute the longitudinal aspects of the study. The Data Bank Handbook is intended to assist researchers in deciding whether Project TALENT data are suitable for their studies and in formulating their final study plans. Information on the following is provided: (1) Project TALENT—measures used, sample, follow-up procedures, differential weighting of cases, sample sizes, special data files (Knox County saturation sample, 15-year-old sample, 4 percent sample, 1963 retest); and (2) Project TALENT Data Bank—types of services provided (printouts, work tapes, test use, contract research), follow-back studies, utilizing the data bank, cost and time estimates, analysis programs, hypothetical examples. Appendices provide the 1960 student data, school questionnaires, follow-ups, and information about Project TALENT Data Bank projects. (KM)

ED 072 104 TM 002 345

Eberly, Charles G.

An Alternative Analysis for the Situational Attitudes Scale.

Michigan State Univ., East Lansing. Office of Evaluation Services.

Report No.—OES-RR-5

Pub Date 72

Note—39p.; Revision of a paper presented at the Convention of the American College Personnel Association, Chicago, Illinois, April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Analysis of Variance, *Attitude Tests, College Students, *Data Analysis, Factor Analysis, Internal Scaling, Item Analysis, Questionnaires, *Racial Attitudes, *Student Attitudes, Technical Reports, Test Interpretation, Test Reliability, *Test Results, Test Validity

Identifiers—SAS, Situational Attitude Inventory, Situational Attitude Scale

A re-analysis of the Situational Attitudes Scale (SAS) was conducted to investigate its generality, validity and reliability and to suggest a more conservative method of analyzing the data. Three forms of the SAS were developed under the name Situational Attitude Inventory. Forms A and B corresponded to the originals; they tested attitudes toward whites and blacks, respectively, in varying social situations. Form C was developed to test the validity of the social situations for differentiation among alternative referents, which included welfare, age, ethnicity, and physical characteristics. The SAS was administered to a random sample of new freshman and transfer students at Michigan State University in September, 1970. Data were analyzed using factor analysis and multiple t-tests of individual items and multivariate analysis of variance (MANOVA) of scales constructed by the method of reciprocal averages (RAVE). Factor analysis demonstrated independence of SAS situations. Multiple t-test data showed that white 1970 new students had more negative attitudes toward blacks than whites. Profile analysis revealed that students reacted to the scales differentially, depending on the form of the instrument completed; aspects of the social situations affected their responses as well as the particular descriptive characteristics assigned to the actor(s). There is a "saving" of at least 89 statistical tests using this method of analysis over the previous one, as well as having a more widely understood estimate of reliability. (KM)

ED 072 105 24 TM 002 346

Skindrud, Karlton D.

An Evaluation of Observer Bias in Experimental-Field Studies of Social Interaction. Final Report.

Oregon Research Inst., Eugene.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-J-054

Pub Date 31 Jul 72

Contract—OEC-X-72-0001(057)

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Analysis of Variance, *Bias, Conceptual Schemes, Control Groups, Data Collection, *Evaluation Criteria, Experimental Groups, Females, Interaction Process Analysis, Measurement Instruments, *Observation, *Psychometrics, Questionnaires, Research Methodology, *Social Relations, Technical Reports, Training Techniques

Twenty-eight mature women were recruited from the community and trained in a 21 category observation code of family interaction. Observers were assigned randomly to three experimental groups and given different expectancy rationales about the outcomes of the studies for which they would be collecting data. All groups were told they would be observing a family under a father-present and father-absent condition. One group was led to expect an increase, another a decrease, and a third no change in the rate of deviant behavior for the boys in the family as conditions changed from father-present to father-absent. None of the groups were told they would be observing identical videotape recordings of family interaction permitting comparison of observation data across groups. Results indicated that the expectations of experimental outcomes differed significantly for the three groups. However, observers were totally unbiased in their reports of deviant behavior in group comparisons. Failure to obtain evidence for observer bias in spite of the demonstrated manipulation of observer expectations was attributed to the precautions taken to assure high levels of observer accuracy throughout the study. (Author)

ED 072 106 TM 002 347

Porter, Andrew C.

Some Design and Analysis Concerns for Quasi-Experiments such as Follow Through.

Pub Date Aug 72

Note—25p.; Paper presented at the American Psychological Association meetings, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Covariance, *Evaluation Methods, *Mathematical Models, *Program Evaluation, *Statistical Analysis

Identifiers—*Project Follow Through

The basic design for the national evaluation of the Follow Through program is presented, and some of the related issues of analysis are con-

sidered. The design, as it now stands, presents many difficulties for analysis. These analysis issues are seen to include the following: (1) What should be the unit of analysis?; (2) How is the effect of a Follow Through approach when compared with its control estimated?; and (3) How is the relative effectiveness of the various approaches estimated? Several different strategies that have been suggested for use in quasi-experiments in attempts to control variables that are confronted with treatments are discussed. The potential confounding variables are classified into two categories: (1) systematic differences in the dependent variable dimensions that are present in the units of analysis at the outset of program participation; and (2) systematic differences that occur in the dependent variable dimensions during program participation which are not a function of program participation. The appropriate method for attempting to control confounding variables in the evaluation of Follow Through appears to be a combination of strategies employing both matching and estimated true score ANCOVE. (DB)

ED 072 107 TM 002 348

Kagan, Spencer

Unobtrusive Measures.

California Univ., Los Angeles. Center for Research in Early Childhood Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 1 Jun 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Science Research, *Measurement Techniques, Psychology, *Psychometrics, Research Methodology, Technical Reports, *Testing

Identifiers—*Unobtrusive Measures

Unobtrusive measures in psychological experiments are discussed. Six levels of unobtrusiveness are (1) Complete Unobtrusiveness, (2) Hidden Mechanical Intervention, (3) Hidden Observer, (4) Impinging Mechanical Intervention Not Recognized as Experimental, (5) Impinging Observer, and (6) Unobtrusive Measures within an Experimental Setting. Each of these levels is discussed. Distinguishing levels of obtrusiveness has merit only to the extent it allows identification of potential sources of reactivity. The two main advantages of unobtrusive measures are that they avoid many of the potential artifacts of lab experiments and that they increase the range of testable variables. The extent, by unobtrusive measures are: subject awareness, experimental arrangements, and limited method variance. The disadvantages of unobtrusive measures are decreased internal validity, inability to test many hypotheses, high drop or low saturation, which may be associated with a high cost of experimentation, possible invasion of privacy, and introduction of observer errors. Cooperation and competition could be studied in numerous ways by unobtrusive measures; examples are given as illustrations of these ways. (DB)

ED 072 108 TM 002 349

Katz, Martin R.

Evaluating Guidance—Why, What, and How.

Educational Testing Service, Princeton, N.J.

Report No.—ETS-RM-72-10

Pub Date Aug 72

Note—31p.; Paper presented at the Rutgers Guidance Conference (New Brunswick, New Jersey, October 20, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Accountability, Educational Counseling, Educational Guidance, *Evaluation Criteria, *Evaluation Methods, *Guidance Counseling, *Guidance Objectives, Guidance Programs, Occupational Guidance, Program Evaluation, Secondary Grades

The 3 major questions about evaluating guidance are: (1) Why should we evaluate? (2) What are we evaluating? (3) How do we evaluate? School guidance counselors must first define their goals in order to evaluate their performance and results. This is part of the counselor's accountability to himself and to others. And by communicating their objectives, the counselor can influence the evaluation others make of his work. The success of a guidance program is difficult to evaluate because defining and measuring behavior objectives are not adequate for evaluation. One can raise scores on a criterion measure without affecting the actual success of the pro-

gram being evaluated. Longitudinal evaluation studies are difficult, and few have been conducted. Many variables and a considerable time-lag are involved in identifying wise decisions. And the tendency to generalize from results can be overdone. In real decision-making, students do not simply choose from alternatives; they can often create their own options. We can't define wisdom merely in terms of outcomes. Students make decisions after they have examined competing values and formed their own value systems. Without directing the content of an individual's choice, we can help him in the process of choosing. The major methods of evaluation are really inadequate because they fail to take account of human differences and their interactions with environmental circumstances. But we must, through evaluation, provide students with a model of decision-making behavior. (KM)

ED 072 109 TM 002 350

Ginorio, Angela B. Berry, Paul C.

Measuring Puerto Ricans' Perceptions of Racial Characteristics.

Pub Date [66]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classification, *Ethnic Grouping, Ethnic Groups, Ethnic Status, *Ethnic Studies, Nonverbal Tests, Perception Tests, *Puerto Ricans, Racial Attitudes, Racial Characteristics, *Secondary School Students, *Visual Measures

To measure how Puerto Ricans classify each other into racial groups by physical appearance, a stimulus set of 60 color slides was prepared. Two hundred and fifty secondary students sorted these portraits into four, three, and finally two groups. Although subjects placed both the pictures and themselves in a color continuum of racial types with extraordinary consistency, and without bias due to their own colors, no consistent "black-white" dividing line appeared. An expected tendency to make finer discriminations among persons of approximately one's own color was not found; instead, subjects appeared to group together a broad range of intermediate characteristics. (Author)

ED 072 110 TM 002 351

Vineberg, Robert Taylor, Elaine N.

Performance in Four Army Jobs by Men at Different Aptitude (AFQT) Levels: 3. The Relationship of AFQT and Job Experience to Job Performance.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No.—HumRRO-TR-72-22

Pub Date Aug 72

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Aptitude Tests, *Comparative Analysis, *Enlisted Men, Job Skills, Military Personnel, Research Methodology, Statistical Data, Tables (Data), *Task Performance, Technical Reports, *Test Construction, Test Results, *Work Experience

Identifiers—*Armed Forces Qualification Test, United States Army

To provide information on performance and characteristics of effective and ineffective marginal personnel in the Army, a study has been made of approximately 1,500 men with experience ranging up to 20 years in four different Army MOSs. The study included a group of men with Armed Forces Qualification Test scores in the marginal range and a comparison group of men in the same jobs, but in the upper AFQT levels. This report, the third in a series, describes the bulk of the major study findings including comparisons of the performance of men in different mental categories with different amounts of job experience, comparisons of the performance of special subgroups (Negroes and Caucasians, inductees and enlistees, and men with formal and on-the-job training), an analysis and definition of acceptable performance, and a procedure for using Job Knowledge tests to screen ineffective performers. (Author)

ED 072 111 24 TM 002 353

Leeds, Carroll H.

The Predictive Validity of the "Minnesota Teacher Attitude Inventory." Final Report.

Furman Univ., Greenville, S.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-D-019

Pub Date Sep 72

Grant—OEG-4-71-0050

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, Correlation, *Measurement Instruments, *Predictive Validity, Statistical Analysis, Student Teacher Relationship, Tables (Data), *Teacher Attitudes

Identifiers—*Minnesota Teacher Attitude Inventory, MTAI

The purpose of this study is the cross-validation of the predictive validity of the Minnesota Teacher Attitude Inventory (MTAI). Designed by the writer two decades ago, this instrument purposes to assess attitudes of teachers toward pupils as one important factor in teacher personality. The present study attempts to cross-validate predictive validity results obtained by the writer in an investigation he made in 1967. The two studies comprise a sample of approximately 200 Furman University teacher education students, most of whom had taken the MTAI (1) as beginning trainees, (2) as graduates, and (3) as experienced teachers. Correlating these MTAI scores with ratings made later by principal, pupils, and an outside observer provided predictive validity coefficients, in the 1967 study, of .27 and .20 for beginning trainees and inexperienced graduates, respectively. Modifying the original scoring key for more adequate use with beginners and inexperienced graduates resulted in raising these coefficients to .55 and .57. The present study resulted in coefficients of .42 (beginners) and .58 (graduates) with use of the original key and .47 and .55, respectively, with the modified key. It is concluded that the MTAI does have predictive validity and would seem useful in conjunction with other predictive measures. Use of the modified scoring key seems desirable with beginning trainees, and, with somewhat less certainty, with inexperienced graduates. (Author)

ED 072 112 TM 002 354

O'Malley, John J.

Amount of Training, Age of Subject, and Perseveration in Reversal Learning. Final Report.

Scranton Univ., Pa.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-C-049

Pub Date Aug 72

Grant—OEG-3-71-0086

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Cognitive Development, *Criterion Referenced Tests, Data Analysis, *Discrimination Learning, Grade 1, Preschool Children, *Psychological Tests, *Shift Studies, *Stimulus Behavior, Test Results, Visual Measures

Review of reversal learning data obtained from Ss of various developmental phases suggested that overtraining increases perseveration in pre-school children, and decrease perseveration in older (e.g., 1st grade) children. The present experiment tested this apparent trend. Children of two age groups ($X = 4$ yrs., 4 mos., vs. $X = 6$ yrs., 5 mos.) learned a reversal shift after having been trained to a 9 of 10 criterion, or after 20 or 40 additional overtraining trials. The results indicated that overtraining has no effect upon perseveration in the younger children, and increased perseveration in the older children, failing to confirm the apparent development trend. It was also found that criterion-trained younger Ss perseverated more than did criterion-trained older Ss, but that this age difference disappeared in the overtraining conditions. Finally, it was found that ease of overall reversal learning was unaffected by the amount of original training in both age groups. (Author)

ED 072 113 24 TM 002 355

Olsen, Joanne Smith, Helen C.

A Comparison of General IQ and Associative Learning Ability as Predictors of Achievement in Programmed Readers. Final Report.

Houston Univ., Tex.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-F-015

Pub Date Sep 72

Contract—OEC-6-72-0721(509)
Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Association Tests, Associative Learning, Caucasian Students, Educational Research, Grade 2, *Intelligence Tests, Multiple Regression Analysis, Negro Students, *Predictive Ability (Testing), Racial Factors, *Reading Achievement, *Socioeconomic Status Identifiers—California Test of Mental Maturity, Sullivan Programmed Readers

This study sought to test by the validation process the finding that there is a different relationship between associative learning ability and IQ in middle- and low-socioeconomic groups as reported by Jensen and others. The study was conducted to ascertain need for revision of testing programs and curricular materials used with disadvantaged students. Criterion used in validation was reading achievement in the Sullivan Programmed Readers which, because of rote type of learning involved, was taken as a measure of an associative learning ability task. A test of general IQ, the California Test of Mental Maturity (CTMM), and three tests of associative learning ability were used to predict achievement in the program for three different populations of second-grade children: middle-SES-White (N = 22), Low-SES-White (N = 25) and low-SES-Negro (N = 25). Groups were equated on means of CTMM, age, sex ratio, and pretest of reading placement. Results from multiple regression analysis found the middle-SES-White variable unable to make a significant contribution to the regression equation using IQ to predict reading achievement. Direct correlations made between IQ and the tests of associative learning ability also support the conclusion that differences of consequence are not present between SES or racial groups on this relationship. (Author)

ED 072 114 TM 002 356

Harris, Margaret L. Harris, Chester W.
Newly Constructed Reference Tests for Cognitive Abilities. Report from the Project on A Structure of Concept Attainment Abilities.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No—BR-5-0216
Pub Date Nov 71
Contract—OEC-5-10-154
Note—144p.; Working Paper No. 80

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Answer Keys, *Cognitive Tests, Criterion Referenced Tests, *Grade 4, *Grade 5, *Test Construction, *Tests, Timed Tests

One of the major steps in the project entitled "A Structure of Concept Attainment Abilities" is to identify reference tests for cognitive abilities. A part of this task involved the construction of some of these types of tests for use with fourth and fifth grade students. This paper presents 35 tests that were constructed or adapted for inclusion in a battery of reference tests for cognitive abilities appropriate for the fourth and fifth grade level. (Author)

ED 072 115 TM 002 357

Diederich, Paul B.

II. Research 1960-1970 on Methods and Materials in Reading.

Educational Testing Service, Princeton, N.J.;
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—ERIC-TM-22
Pub Date Jan 73
Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Initial Teaching Alphabet, *Phonics, Reading Achievement, Reading Development, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills, Research Needs, *Research Reviews (Publications), *Resource Materials, Sight Method, Sight Vocabulary, Tables (Data), Teaching Methods, Textbook Evaluation, Vocabulary Development, Word Recognition

This bulletin summarizes and interprets some of the main findings of "Survey of the Literature on Methods and Materials in Reading," by Martha J. Maxwell and George Temp, Chapter IV of "The Information Base for Reading: A Critical Review of the Information Base for Current Assumptions Regarding the Status of Instruc-

tion and Achievement in Reading in the United States," the final report of a study prepared for the U. S. Office of Education (see ED 054 922). The bulletin focuses on the different methods used to teach reading and the differences in their results. Three previous summaries of research are evaluated, and the rationale for this study is given. Methods and criteria used to screen studies for review and criticism in "The Information Base for Reading" are presented, and the classification and ratings given the studies are provided. It is reported that little valuable information was extracted from this survey, due to the ineffectiveness of educational research in general. It is recommended that future research concentrate on the reasons children lose interest in reading after grade 8 and on ways of helping students acquire a large enough vocabulary to make the transition from juvenile to adult books. The adoption of whole-word methods, the Bliesmer-Yarborough Study, and the Initial Teaching Alphabet are reviewed. A bibliography is provided. (For related documents, see TM 002 358, 385) (KM)

ED 072 116 TM 002 358

Diederich, Paul B.

I. Research 1960-1970 on the Reading Problem in the United States.

Educational Testing Service, Princeton, N.J.;
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—ERIC-TM-21
Pub Date Jan 73
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Literacy, Literature Reviews, Measurement Techniques, National Norms, *Reading Ability, Reading Achievement, *Reading Research, Reading Tests, *Research Criteria, Research Needs, *Research Reviews (Publications), Standardized Tests, *Tables (Data), Test Results

This bulletin summarizes and interprets some of the main findings of "The Reading Problem in the United States," by Abraham Carp, Chapter III of "The Information Base for Reading: A Critical Review of the Information Base for Current Assumptions Regarding the Status of Instruction and Achievement in Reading in the United States," the final report of a study prepared for the U. S. Office of Education (see ED 054 922). The task for Chapter III was to "survey the literature published in the U. S. between 1960 and 1970 to determine the extent of the reading problem in the country, and to identify, analyze, and summarize existing survey and test data which indicate the reading ability of various populations in relation to 'individual and social needs'." But most of the literature available for review compared a defined population's reading ability only with another population. Some research comparing reading ability with the criteria of individual and social need was in preparation, but available data consisted primarily of: (1) data on illiteracy reported by the U. S. Census Bureau; (2) data on presumed functional literacy as indicated by completion of 5, 8, and 12 years of schooling; and (3) grade achievement on nationally normed reading tests. Tables of the data obtained in each of the areas are provided. It was concluded that the data base is insufficient for adequate estimates of the present deficit in functional literacy. Research to find out what pupils need to be taught to keep them reading into adulthood is recommended. A bibliography is provided. (For related documents, see TM 002 357, 385.) (KM)

ED 072 117 TM 002 359

Hambleton, Ronald K. Novick, Melvin R.

Toward an Integration of Theory and Method for Criterion-Referenced Tests.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—ACT-RR-53
Pub Date Sep 72
Grant—OEG-0-72-0711
Note—15p.; Paper presented at the annual meeting of the National Council on Measurement in Education, Chicago, Illinois 1972

Available from—Publication and Information Services Division, The American College Testing Program, P. O. Box 168, Iowa City, Iowa 52240 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Criterion Referenced Tests, Internal Scaling, Measurement Instruments, Measurement Techniques, *Scoring, Scoring Formulas, Test Construction, *Testing, Test Interpretation, *Test Reliability, *Test Validity

In this paper, an attempt has been made to synthesize some of the current thinking in the area of criterion-referenced testing as well as to provide the beginning of an integration of theory and method for such testing. Since criterion-referenced testing is viewed from a decision-theoretic point of view, approaches to reliability and validity estimation consistent with this philosophy are suggested. Also, to improve the decision-making accuracy of criterion-referenced tests, a Bayesian procedure for estimating true mastery scores has been proposed. This Bayesian procedure uses information about other members of a student's group (collateral information), but the resulting is still criterion-referenced rather than norm-referenced in that the student is compared to a standard rather than to other students. In theory, the Bayesian procedure increases the "effective length" of the test by improving the reliability, the validity, and more importantly, the decision-making accuracy of the criterion-referenced test scores. (Author)

ED 072 118 TM 002 385

Diederich, Paul B.

III. Educating Those Who Teach Reading.

Educational Testing Service, Princeton, N.J.;
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No—ERIC-TM-23
Pub Date Jan 73
Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Board of Education Policy, Bulletins, Reading Achievement, *Reading Instruction, *Reading Research, *Research Reviews (Publications), State Standards, Statistical Data, Surveys, *Teacher Characteristics, *Teacher Education, Teacher Qualifications

This bulletin is a digest and interpretation of some of the main findings reported in Chapter V, "Nature and Extent of Current Practices in Educating Those Who Teach Reading," by J. Richard Harsh in "The Information Base for Reading: A Critical Review of the Information Base for Current Assumptions Regarding the Status of Instruction and Achievement in Reading in the United States," the final report of a study for the U. S. Office of Education, see ED 054 922. Documents published between 1960 and 1970 were surveyed, and answers to questions concerning the preparation and selection of reading teachers, the state education code directives for the teaching of reading, the state certification requirements for reading teachers and specialists, school districts' requirements for preparation of reading teachers, and the relationship between teacher preparation, teacher characteristics and student reading achievement were sought. The answers to these questions are summarized. (For related documents, see TM 002 357-358.) (DB)

ED 072 119 TM 002 386

Anastasio, Ernest J.

C. R. P. T. Attitudes Toward Reading. Grades 4 & 6.

Educational Testing Service, Princeton, N.J.
Spons Agency—National Science Foundation, Washington, D.C. Office of Computing Activities.

Report No—PR-72-19

Pub Date 31 Jul 72

Note—5p.

Available from—Not available separately; see TM 002 296

Document Not Available from EDRS.

Descriptors—*Computer Assisted Instruction, *Grade 4, *Grade 6, *Questionnaires, Reading, *Student Attitudes

This sample of an Attitudes toward Reading questionnaire for Grades 4 and 6 contains 45 items, each of which is to be answered by indicating one of the following statements: Strongly Agree, Agree, Disagree, Strongly Disagree. (For related documents, see TM 002 296-298.) (DB)

UD

ED 072 120

UD 013 134

Pinkney, Alphonso

Contemporary Black Nationalism.

Pub Date 15 Apr 70

Note—23p.; Prepared for presentation in the series, "Life and Culture of Black People in the United States," Douglass College, Rutgers Univ., New Brunswick, N.J., April 15, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, *Black Power, Community Action, Group Unity, *Nationalism, Negro Institutions, Negro Leadership, *Negro Organizations, *Political Issues, Political Power, Political Science, *Race Relations, Racial Integration, Racial Segregation, Social Action

The major differences between the cultural nationalists and the revolutionary nationalists stem from different ideological emphases, disagreement on the desirability of alliances and coalitions with white groups, and diverse views on the appropriateness of the use of revolutionary violence at the present time. They pose fundamental questions which have been debated through the years. Spokesmen for both of these camps make their points convincingly, and are confident that their approaches will ultimately lead to the liberation of black people in the United States. Unlike earlier black nationalist movements and leaders, especially the American Colonization Society and the Universal Negro Improvement Association, contemporary black nationalist groups and individuals reject emigration and concentrate on black liberation within the United States. Most of the spokesmen appear to be convinced that this goal can be achieved without the establishment of a separate nation-state within what is now the United States, but several demand partition. All of them agree, however, that some form of black autonomy (separation) is an essential first step in the movement for black liberation. It might lead to greater political awareness among blacks, and thereby promote greater solidarity. (Author/JM)

ED 072 121

UD 013 135

The Sociology of Black American Literature: The Changing Social Role of Black Writers. Working Paper Number 171.

Chicago Univ., Ill. Center for Social Organization Studies.

Report No.—CSOS-WP-171

Pub Date Dec 70

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Authors, Negro Culture, Negro History, *Negro Literature, Negro Role, Political Issues, *Race Relations, Racial Integration, Role Conflict, *Role Theory, *Socialization, Social Relations, Social Structure, Sociocultural Patterns, Sociology

The basic problematic issue confronting us in the study of black American writers and literature is that of determining whether we can identify the factors which conduce to the development of given social role conceptions, since the latter determines intellectual and artistic orientations to reality. In general, the problem is that of ascertaining the extent to which these roles are the consequences of common socialization or of concrete social relations. Once we have identified a writer's social role, we expect a convergence in stylistic orientation between his and that of other writers who possess similar role conceptions. Analysis proceeds by empirical inquiry into the variety of structural contexts within which writers are located from one historical period to another; and identification of the process by which the writer's social role is an outcome of given types of structural and historical locations. In general, the issue is that of the greater degree of instability of the literary artist's role, which is the consequence of its weak institutionalization in modern American society. By treating the issue of intellectual and social role this way, the sociology of knowledge achieves sharper differentiation of the occupationally problematic mandates in which these roles consist, and clear perception of the variety of references to which such roles are oriented. (Author/JM)

ED 072 122

UD 013 141

Schlesinger, Ina D'Amore, Michael

Children in the Balance.

Pub Date 71

Note—109p.

Available from—Citation Press, 50 W. 44 St., New York, N.Y. 10036 (\$1.95)

Document Not Available from EDRS.

Descriptors—Bus Transportation, *Elementary School Students, *Integration Effects, Race Relations, Racial Attitudes, *School Integration, Social Attitudes, Social Relations, *Student Attitudes, Student Behavior, Student School Relationship, Student Teacher Relationship, Student Transportation, *Transfer Programs

Identifiers—New York, White Plains

In this book, we propose to describe what actually happened, as we saw it, in the schools of White Plains, New York, over a period of five years after a decision to integrate was implemented. Putting children together in one classroom is only a first step; it is desegregation rather than integration. The real work begins only after this first step has been taken. In the classroom, a teacher is now faced with the age-old suspicion and distrust of black people; the "monumental hypocrisy" of whites; prejudice, blindness, and ignorance on both sides; two widely different sets of values, attitudes, and needs; and the disparity in academic standards created by the ghetto. All this must be dealt with patiently and realistically if integration is to become a fact. Both authors worked with the children discussed in this book, one as the classroom teacher, the other as a volunteer. The "I" in the book reflects our joint feelings and experiences. I came to teach sixth grade in White Plains in the fall of 1964, after several years' experience in the New York City public schools. I was to work in an elementary school that, until that year, had been entirely white and middle class. (Authors/JM)

ED 072 123

UD 013 142

Crain, Robert L. Weisman, Carol Sachs

Discrimination, Personality, and Achievement: A Survey of Northern Blacks. Quantitative Studies in Social Relations Series.

Pub Date 72

Note—237p.

Available from—Seminar Press, 111 Fifth Avenue, New York, N.Y. 10003 (\$9.95)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Economic Disadvantage, Educational Experience, Family Background, Individual Characteristics, *Individual Power, *Integration Effects, *Negro Attitudes, Negroes, Northern Attitudes, Northern Schools, Occupational Mobility, Personality, Public Policy, Race Relations, *Racial Discrimination, School Integration, Social Experience, *Surveys

In the Spring of 1966, the Civil Rights Commission asked the National Opinion Research Center (NORC) to conduct a survey of Northern blacks to determine the effects, if any, of attending integrated versus segregated schools. The result was an extensive survey of 1651 black men and women, aged 21 to 45, living in the metropolitan areas of the North. This is how the study began. NORC was also interested in broader questions, and the study became a survey of the state of Northern blacks. The sample for this survey included 297 randomly selected "city blocks" in 25 different metropolitan areas in the North. The interviewers, all of whom were black, were assigned to selected blocks and told to systematically locate six black men and women in each block who were willing to be interviewed. A study of the effects of school integration involves many facets of the lives of black men and women. Their school experience might affect their chances of going to college, their abilities to get jobs, their feelings about white people, their attitudes toward integration, and their self-image and motivation; and in turn, all of these might affect other parts of their lives, such as their marriages. By the time NORC finished adding questions about the other areas in which they were interested, the final version of the interview took an average of 2 hours and contained nearly 500 questions and subquestions. (Author/JM)

ED 072 124

UD 013 143

Radin, Norma Glasser, Paul

Maternal Attitudes of a Negro Culturally Deprived Population.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Nov 65

Contract—OEC-4-10-085

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anxiety, *Culturally Disadvantaged, *Economically Disadvantaged, Individual Development, Individual Power, Inner City, Lower Class, Low Income Groups, Negro Attitudes, *Negro Mothers, *Parent Child Relationship, Preschool Children, *Psychological Patterns, Social Differences, Socialization, Socioeconomic Status

Identifiers—Michigan

The purpose of this study is to provide an insight into the socialization process of urban, culturally deprived children by focusing upon the attitudes of their mothers who were respondents not selected on the basis of their willingness to cooperate. As part of a preschool project for culturally deprived children in Ypsilanti, a community on the fringe of metropolitan Detroit, Michigan, the Parental Attitude Research Instrument was administered to a group of middle-class white mothers and a group of lower-lower class Negro mothers. A comparison of the two groups revealed that the sub-scales in two factors had the highest significant differences in means between classes. The first, Approval of Maternal Control, replicated previous work. The second, Maternal Anxiety, was unique to this study. While Brofenbrenner's "drift down" theory and Kohn's "occupational orientation" theory seem applicable to the findings, the authors believe that the oppressive conditions of poverty found among this Negro culturally deprived sample may be an equally potent explanation for differences in the two factors. This study gives indications that the findings of attitudinal investigations involving a white working class employed population cannot automatically be transposed to a deprived Negro population. Unique factors appear to be operating in these lower-lower class families which do not appear elsewhere. (Author/JM)

ED 072 125

UD 013 144

Miller, Dorothy And Others

Children of Deviants: A Fifteen Year Follow-Up Study of Children of Schizophrenic Mothers, Welfare Mothers, Matched Controls and Random Urban Families.

Scientific Analysis Corp., San Francisco, Calif.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jan 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Problems, Criminals, Economically Disadvantaged, Incidence, Individual Development, *Longitudinal Studies, *Mental Illness, *Parent Child Relationship, *Parent Influence, *Schizophrenia, Socialization, Socially Deviant Behavior, Student Behavior, Welfare Recipients

Identifiers—California

How does a psychotic mother affect the emotional development of her child? Studies have found that mental illness in the family and intra-family conflict are important concomitants of neurosis, but most studies have failed to link the child's experiences with a mentally ill mother clearly with later development of a similar mental illness. Our own studies of released mental patients led us to an examination of their "parenting" roles, and from there into the question of the genetic transmission of schizophrenia. We began to study the genetic theory of mental illness, specifically, the transmission of schizophrenia. The study's comparison samples were distributed as follows: 57 children of welfare recipients, 24 children of convicts, 50 children of matched controls, and 51 children of random normals. Since the genetic theories of the transmission of schizophrenia are of concern in this report, our analysis centers on children of schizophrenic mothers. Children of welfare recipients are used to control for stigma and "official" poverty, children of matched socioeconomic status control for "normal" urban poverty, and children of the randomly selected sample to tell us what "average" urban children were experiencing during the 15 years from 1956 to 1971. (Author/JM)

ED 072 126

UD 013 147

Kaufman, Judith Zach, Lillian

An Evaluation of the Bilingual Mini-School, J.H.S. 45, Community School District 4. Final Report. Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 72

Note—30p.; Function No. 39-27601

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, *Classroom Observation Techniques, Curriculum Development, Guidance Services, *Junior High School Students, Parent Participation, *Program Evaluation, Secondary Education, *Spanish Speaking, Student Teacher Relationship

Identifiers—New York City

The major instrument employed in the evaluation of the functioning of the bilingual mini-school was an observation schema developed by the evaluators over a two year period. The major purpose of the observation scale was to develop a dynamic feedback system or process. Second, it was felt that it was important to obtain a direct measure of the processes going on in the classroom. In such a way it appeared possible to evaluate pupil learning, teacher and pupil behavior and interaction, methods and techniques employed, and the utilization of paraprofessional time. It was hoped that observations of the teachers associated with the school would occur bi-weekly, where the observers would be in the classroom for an entire instructional period, and that the observations would be representatively placed. In summarizing the results of the evaluation for the 1971-72 academic year, the program has proved successful in many aspects of its functioning, while at the same time not meeting many of the specific objectives of the program. The area which proved most successful was classroom process and progress, which is the most crucial aspect of the program. Pupils learned, were motivated, and demonstrated concrete academic progress. On the other hand the program itself may have been overambitious in stating some of its objectives outside of the framework of the instructional component. (Author/JM)

ED 072 127

UD 013 148

Longo, Paul Auerbach, Carl

An Evaluation of the State Urban Education Programs, Community School District 1, New York City Board of Education. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 72

Note—74p.; Function Nos. 33-2-6453, 6455 and 6456

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, Disadvantaged Youth, Economically Disadvantaged, Elementary Education, Master Teachers, Paraprofessional School Personnel, Programmed Instruction, *Program Evaluation, *Reading Programs, Secondary Education, Student Teachers, *Teacher Aides, *Teacher Education, Teacher Morale

Identifiers—New York City

This report evaluates three New York City school district educational projects funded by the "New York State Urban Education Program" enacted at the 1969 legislative session of the New York State Legislature for the purpose of "meeting special educational needs associated with poverty." Project Read represents an attempt to improve the reading ability of children in one school, P. S. 140 M in District 1, through the use of programmed reading materials that put particular stress on the acquisition of skills in phonics. An additional objective was to raise both the morale and the willingness to experiment of participating teachers. The STINT (Supportive Training for Inexperienced and New Teachers) Program represents an attempt to support and train new or inexperienced teachers in eight selected schools in District 1, on the lower East Side of Manhattan. The program included eight master teachers, each of whom was responsible for approximately 10 trainees. The Upper Grade Elementary School Educational Assistants Program involves 23 educational assistants assigned to grades three through six in 12 schools of District 1. The program objectives are divided into three parts: parent-school contact, individualization of instruction, and reading performance. (Author/JM)

ED 072 128

UD 013 149

Hofmann, Louis J., And Others

An Evaluation of the ESEA Title I Programs, Community School District 1, New York City Board of Education. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date Jul 72

Note—281p.; Function Nos. 33-21-604 through 612, and 632

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Compensatory Education Programs, *Early Childhood Education, Elementary Education, Individual Instruction, Kindergarten, Paraprofessional School Personnel, Preschool Education, *Program Evaluation, Reading Readiness, School Community Relationship, *Student Teacher Ratio, *Teacher Aides

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, New York City

This evaluation deals with the Strengthening Early Childhood program in District 1 of Manhattan, funded under Title I of the 1965 Elementary Secondary Education Act. The program provides the kindergartens, first, and second grades of the 13 participant schools with teaching and educational assistant positions and with a small amount of materials. The primary objective of the program is to reduce the adult-pupil ratio to better meet the needs of each child. To this end, an educational assistant, working five and a half hours per day, was to be assigned to each kindergarten class, and to first and second grade classes on the basis of one assistant for each 28 children for 60 percent of the children in each grade. Sufficient teachers were to be assigned to reduce the teacher-pupil ratio (not class size). The added adults were to make possible a greater degree of small group and/or individual instruction. The educational assistants were to assist teachers in developing improved attitudes, skills, and habits in accordance with specific objectives. This entailed aiding the teacher in instructional, supervisory, monitorial, clerical, and administrative duties. The educational assistants were also to be residents of the community in which they worked, and thus were to provide a vital link between the homes, schools, and communities served by the program. (Author/JM)

ED 072 129

UD 013 150

Erickson, Edsel L., And Others

Final Report of the Evaluation of the 1971-1972 School-Home Contact Program.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No—BE-17-05464

Pub Date 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attendance, Behavior Problems, Disadvantaged Youth, Dropout Identification, *Dropout Prevention, *Family School Relationship, *High Schools, High School Students, *Home Visits, *Paraprofessional School Personnel, Parent School Relationship, Parent Teacher Conferences, School Aides, Student Behavior

Identifiers—New York City

The School-Home Contact Program was designed to send paraprofessional workers who are familiar with the community into the homes of students who show serious problems in attendance, adjustment, or achievement. The general objective of the program is to establish rapport between the school and the parents, anticipating that better communication will prevent problem students from dropping out of school. Family assistants contact parents of students referred to them by school personnel. They communicate to the parents the nature of the problem, kinds of assistance available from the school, and what they may do to help their children. They also arrange appointments with professional school staff when indicated. The selection and screening of the staff is conducted by the individual high school administrations. The family assistants are recruited from the target neighborhoods and serve 20 schools throughout the city. They work four and one half hours a day, and when home visits are not possible in the daytime, evening or weekend visits are arranged and made. There are 85 family assistants included in this study. The major conclusion of this study which also included over 1,000 student subjects, 180 parents, 48 high school professional staff,

and two supervisors, is that the School-Home Contact Program has been associated with lower absenteeism, tardiness, and school dropping out. (Author/JM)

ED 072 130

UD 013 151

Erickson, Edsel L., And Others

Final Report of the Evaluation of the 1971-1972 Benjamin Franklin Cluster Program: Programs and Patterns for Disadvantaged High School Students.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No—BE-920663

Pub Date 72

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Curriculum Development, Disadvantaged Youth, *Dropout Prevention, Economically Disadvantaged, *High School Students, *Individualized Instruction, Instructional Materials, Program Evaluation, *Remedial Mathematics, *Remedial Reading, Self Concept, Student Teacher Relationship

Identifiers—New York City

The Cluster Program, funded under Title I of the 1965 Elementary Secondary Education Act, is a two year mini-school designed for 150 ninth year and 150 tenth year students in ten classes of 30 students each. Students are admitted to the Cluster Program on the basis of being two years or more behind in reading and mathematics skills. The major focus is on rapid improvement of these skills. Each term is divided into four phases of approximately four weeks each. Two weeks prior to the beginning of a new phase, teachers submit descriptions of the courses which they will offer. These are combined into course catalogues containing 60 to 70 offerings. While basic requirements must be met, courses are largely elective. Programming is individualized and accomplished manually through the use of course cards to limit and balance registration. Reports issued at the end of each phase indicate student progress according to a "mastery," "pass," "incomplete," or "no credit" code. The focus has been upon getting students to complete tasks and not to compete for grades. Many courses have contracts drawn up between the teacher and the individual student for this purpose. (Author/JM)

ED 072 131

UD 013 152

Erickson, Edsel L., And Others

Evaluation of 1971-1972 English as a Second Language Program, Non-Public Schools. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No—BE-920646

Pub Date 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bilingual Students, Elementary School Students, *English (Second Language), Language Handicaps, Non English Speaking, Parochial Schools, Preschool Children, *Private Schools, *Program Evaluation, Secondary School Students, Self Concept, Social Relations

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, New York City

The teaching of "English as a Second Language" (ESL) program in the nonpublic schools of New York City, funded under Title I of the 1965 Elementary Secondary Education Act, is designed to help students who are learning English as a second language. The main purposes of ESL in the non-public schools are to improve pupils' English speaking, comprehension, and fluency. Other objectives are to help the ESL students: (1) develop or maintain self-concepts of ability to learn in school tasks; and (2) develop more positive relationships with peers who speak English as their first language. During this past school year approximately 1897 school children, Grades Kindergarten through Eight in 47 non-public schools who earned C to F ratings on the "New York City Scale of Pupils' Ability to Speak English" were enrolled in special sessions taught by licensed teachers in ESL, English, and foreign language. The ESL teachers involved in this project instruct small groups of children (five

through nine years) in separate rooms during the school day. The audiolingual approach is used at the start followed by the teaching of reading and writing in the second language. A variety of drill procedures involving repetition of an accurate language model are employed in order to eliminate difficulties of sounds, intonation, rhythm, and stress. (Author/JM)

ED 072 132 UD 013 153

Schwartz, Lester And Others

An Evaluation of the Clinical and Guidance Services, Non-Public Schools. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Report No.—BE-920643

Pub Date Jul 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavior Problems, *Clinics, Compensatory Education Programs, Disadvantaged Youth, Elementary Schools, Elementary School Students, *Guidance Services, *Private Schools, *Program Evaluation, Student Adjustment, Student Behavior

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I Programs, New York City

The Non-Public Schools Clinical and Guidance Services Program, run by the Board of Education of the City of New York, and funded under Title I of the 1965 Elementary Secondary Education Act, was designed to provide clinical and guidance services to children attending designated nonpublic inner-city schools. The program was designed so that the clinical and guidance staff would engage in all the regular activities that they would normally perform in the public schools. To evaluate the program in general, a sample of 20 elementary nonpublic schools was randomly selected for study. Teachers referred large numbers of students for service. Students who presented behavior problems were most often referred. Of those students referred, about three quarters received services. Students who received services demonstrated significant academic improvement. The attendance records of students, already relatively high on the pre-measure, showed no significant improvement. While students who received services improved their attitudes towards school, the learning process, and their teachers, they did not change their attitudes towards their school-mates. Teachers judged that the referred students' classroom behavior had also improved. Although students, teachers, and principals all valued the services, the services were less successful in influencing the learning environment of the schools. (Author/JM)

ED 072 133 UD 013 154

Joiner, Lee M.

St. Paul Open School: The St. Paul Public Schools Independent School District Number 625. Evaluation Report, August 1972. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—Saint Paul Independent School District 625, Minn.

Pub Date Aug 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Educational Objectives, *Educational Philosophy, Elementary Schools, Individualized Instruction, Kindergarten, *Open Education, *Open Plan Schools, *Program Evaluation, Secondary Schools, Student Participation, Student Teacher Relationship

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III Programs, *Minnesota, Saint Paul City

The St. Paul Open School, funded in part under Title III of the 1965 Elementary Secondary Education Act, is a non-graded kindergarten through twelfth grade school where students progress at their own rate of speed in each area of learning. It is child-centered rather than subject-centered, with the emphasis on learning rather than teaching; on cooperation, not competition, with imaginative and flexible teachers acting as guides, counselors, and facilitators rather than lecturers, authoritarians, and examiners. Instruction and evaluation are in-

dividualized for the approximately 500 student participants. There are few, if any, "required" courses of study at any level. The basic skills are still important, of course, particularly for the younger students. A wide range of student decision-making includes a choice of adviser, teachers, classes, activities, and educational goals. Many individual and small-group activities occur rather than large groups of children doing the same thing at the same time. Students have the opportunity to interact with students of various ages and backgrounds for different activities. Outside resources such as art centers, businesses, and factories are used extensively, particularly by the older students. The design of the Open School includes three types of areas: quiet, semi-quiet, and active. There is a large resource area serving as a library. Strong involvement of parents is encouraged. (Author/JM)

ED 072 134 UD 013 155

Simon, Alan J.

Final Report of the Evaluation of the Directed Learning Program of the Hempstead Public Schools, Hempstead, N.Y., During its Third Year, 1971-1972. ESEA Title I.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—Hempstead Public Schools, N.Y.

Pub Date 72

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Community Attitudes, *Curriculum Evaluation, Disadvantaged Youth, Elementary School Students, *Grouping (Instructional Purposes), Individualized Instruction, *Nongraded System, *Program Evaluation, Secondary School Students, Self Concept, Student Grouping

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, *New York

A plan to meet the needs of multi-ethnic, disadvantaged students in the Hempstead, Long Island, Public Schools, using funds provided under Title I of the 1965 Elementary Secondary Education Act, was put into operation three years ago. Called the Directed Learning Program (DLP) it comprises at present 2342 students who are from five to 12 years of age. DLP uses the concept of non-graded, multi-aged units (within a range of one to three years) of children grouped together in 26 "Learning Families." In most cases, there are four units to a family. Each family is guided by a learning director and has an average of four educational aides working with all the classrooms in the family as needed. Each home-based unit has its own teacher. The aim of the Directed Learning Program is to individualize education by tailoring it to the needs of each child. It was assessed in regard to whether DLP students made significant gains in reading and math during the school year; the quality of the DLP reading curriculum and mathematics curriculum; and the attitudes of the community toward DLP. In order to find out how the DLP students performed in reading and math, the Metropolitan Achievement tests were used. These were administered before and after the school year. Also, questionnaires were given to a random 25 percent sample of students to measure self-concept and attitudes toward school. (Author/JM)

ED 072 135 UD 013 156

Simon, Alan J. And Others

An Evaluation of the State Urban Education Programs, Community School District 27, New York City Board of Education. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 72

Note—102p.; Function Nos. 85-2-6453 through 6455

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Aspiration, *Compensatory Education Programs, Elementary Education, Junior High School Students, Occupational Aspiration, *Occupational Information, Paraprofessional School Personnel, *Program Evaluation, *Reading Programs, Student Attitudes, Teacher Aides

Identifiers—Aerospace Education Resource Center, Diagnostic Reading Program, *New York City, Operation Search

This evaluation deals with three programs funded under the 1969 New York State Urban Education Program. The three objectives of the Diagnostic Reading Program were as follows: (1) to raise the reading level by one grade of 80 percent of those children in the second grade who were below reading level; (2) to raise the reading level of one-half grade of 80 percent of those children in the fifth or sixth grade who were below reading level; and, (3) to develop reading skills and knowledge of technique in the use of materials on the part of 80 percent of the paraprofessionals, and that a similar percentage of the paraprofessionals should show a significant positive difference in attitude toward their jobs. Operation Search, which has just completed its second year of operation, attempts to raise the levels of educational and vocational aspiration and scholastic achievement for disadvantaged youth. The program operates in four junior high schools and three elementary schools. About 450 students are intensively involved in the program and receive all of its services. The Aerospace Education Resource Center is designed to improve the aspirational level of the pupils, to provide a supplementary educational experience, to motivate students in their learning attitudes towards reading, mathematics, and science, and also to provide career information in the aerospace industry. (Author/JM)

ED 072 136 UD 013 157

Lambert, Martha Bullock And Others

Family Structure and Rejection of Teacher Authority.

Pub Date Apr 71

Note—22p.; Paper presented at the Ohio Valley Sociological meetings, Cleveland, Ohio, April 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, Family Influence, *Family Structure, Hostility, Individual Development, Insecurity, Junior High School Students, *One Parent Family, Power Structure, Race, Sex Differences, *Socialization, Socioeconomic Status, *Student Attitudes, *Student Teacher Relationship

The general purpose of this investigation is to assess the impact of one and two parent family structures upon the consonance and dissonance of children's attitudes toward authority figures in other institutions; i.e. teachers. A random sample of 200 seventh and eighth grade pupils drawn from two of five public junior high schools in a midwestern community served as the selection pool for this study. From this pool, all students living in one parent families were selected (N=50), and paired on the basis of sex, age in years, socioeconomic status, and race with control "mates" from two parent families. Both subject and control groups responded on scales which assessed overt and covert acceptance/rejection of teachers. These were included within a questionnaire containing a number of items pertaining to their school. The students responded to items ranking: (1) the extent to which they "got along" with their teachers; (2) how interested they felt their teachers were in their doing well in class; (3) whether they felt their teachers were consistently fair or unfair with them; and, (4) whether they felt teachers used grades as a mechanism for revenge. The findings of the study showed a divergence between the overt/covert attitudes of children from one and two parent family structures; the incidence of one parent families is great enough to warrant further research for the development of theory. (Author/JM)

ED 072 137 UD 013 161

Wasson, Robert M. And Others

An Evaluation of Operation Return. New York City Title I Project.

New York Univ., N.Y. Center for Field Research and School Services.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 1 Nov 69

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Problems, Compensatory Education Programs, Discipline Policy, Family Involvement, Family School Relationship, Federal Programs, *Program Evaluation, Remedial Mathematics, Remedial Reading, *Student Behavior, *Student Rehabilitation, Student School Relationship, *Suspension

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, *New York City

Under a Title I, Elementary Secondary Education Act grant, the New York City Board of Education instituted a pilot project entitled Operation Return, the purpose of which was to provide some form of continuing instruction for pupils who had been suspended from other Board of Education educational opportunities. The major emphasis of the program was to return suspended pupils as soon as possible within a ten-day period to the regular school instruction. The stated objectives of the program were as follows: (1) to provide continuing instruction of a special nature with the hope of improving skills in reading, mathematics, and social living, as well as in other subject matter areas; (2) to work with the family of each student in order to create a partnership of involved concern; and, (3) to manifest such interest in each student that a return to school with the hope of success is possible on a part-time or full-time basis. The evaluation design had two principal components: (1) a description of the project's implementation in each of the instructional settings in terms of the objectives specified above; and (2) determination of the effectiveness of the project in the attainment of those objectives outlined both generally and specifically in the project proposal. A total of six districts participated in Operation Return during the 1968-1969 academic year. (Author/JM)

ED 072 138

UD 013 167

Washabaugh, Bill

Correlates of Attitude Variability of Young Puerto Rican Men in Milltown, New England.

Pub Date Mar 71

Note—14p.; Paper presented at the Central States Anthropology Society Meetings, Detroit, Mich., March 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Acculturation, Anthropology, *Changing Attitudes, Economic Factors, Ethnic Relations, *Ethnology, Observation, Puerto Rican Culture, *Puerto Ricans, Racial Attitudes, Residential Patterns, Social Attitudes, Urban Population, *Young Adults

Identifiers—New England

This study reports on attitudes and opinions about matters of concern to young Puerto Rican men in a small city in New England. There is considerable variability of expressed attitudes within the population, and the goal of this study is to discover situational correlates of this variability. Through participant observation and by review of ethnography of Puerto Ricans, four themes were determined to be topics of interest and continual conversation to young Puerto Rican men in Milltown. These themes are: getting money, displaying masculinity through sexual behavior, dealing with conflict and discrimination, and adjusting unstable plans for residence. All men of working age place a very high priority on finding a job. Reported attitudes on these four themes varied considerably. Observational data and the literature on immigrants suggest that length of residence and place of initial immigration are probably important factors determining variability. But these factors do not account for the data reported here in any simple or straightforward manner. Short-term residents appear to be more assimilated and more satisfied with Milltown than are long-term residents. Length of residence coupled with economic factors produce attitudinal contrasts among those men who have immigrated directly to Milltown. (Author/JM)

ED 072 139

UD 013 168

Rist, Ray C., Ed.

Restructuring American Education: Innovations and Alternatives.

Pub Date 72

Note—286p.

Available from—Transaction Books, Rutgers Univ., New Brunswick, N.J. 08903 (\$2.95)

Document Not Available from EDRS.

Descriptors—Community Control, Community Involvement, Decentralization, *Educational Change, *Educational Finance, *Educational Innovation, *Educational Planning, Educational Policy, Educational Quality, Education Vouchers, Negro Dialects, Negro Education, Policy Formation, Racial Factors, Student Rights

The contents of this collection of articles by various authors are organized in two parts. Part I, "Innovations within the present educational system," includes the following articles: "Children and their Caretakers," N.K. Denzin; "Participation, decentralization, community control, and quality education," M.D. Fantini; "Educational Vouchers: a proposal for diversity and choice," J. Areen and C. Jencks; "Black English for black schools: a call for educational congruity," R.C. Rist; "The right to learn versus the right to read," N. Silberberg and M.C. Silberberg; and, "The search for an educational revolution," S.M. Miller and F. Riessman. Part II, "Alternatives to the present educational system," includes the following articles: "Freedom and learning: the need for choice," P. Goodman; "Race and education: a search for legitimacy," C. V. Hamilton; "Private schools for black children," C. Jencks; "Another look at student rights and the function of schooling," Parent and Students of the Elizabeth Cleaners Street School; "The storefront school: a vehicle for change," W.C. Nelson; "Recurrent education: an alternative system," B. Stein and S.M. Miller; and, "The alternative to schooling," I. Illich. (JM)

ED 072 140

UD 013 169

Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate, Ninety-Second Congress, Second Session on Nutrition and Human Needs, Part 2—Nutritional Needs of Nation's Older Americans. Hearings Held Washington, D.C., June 14, 1972.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Jun 72

Note—180p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.75)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Programs, Economic Disadvantage, Federal Aid, Federal Legislation, *Federal Programs, *Health Needs, *Hunger, Nursing Homes, *Nutrition, *Older Adults, Program Administration, Retirement, Transportation, Volunteers

Identifiers—Older Americans Act

This hearing before the Senate Select Committee on Nutrition and Human Needs began with opening statements by a number of senators. Following this, statements were made by a number of witnesses, including Hon. Claude Pepper, a U.S. Representative from the Eleventh District of the State of Florida; Dr. Jean Mayer, professor of nutrition, Harvard University; James J. O'Malley, acting director, New York Office for the Aging; Elizabeth Breckinridge, supervisor of section on Services for Aging, Illinois Department of Public Aid; Charles H. Chaskes, executive director, Michigan State Commission on Aging; Clifford W. McLous, executive director, Senior Citizens of Dade County, Miami, Florida; San Juan Barnes, director, Senior Neighborhood and Companion Club, Washington, D.C.; Edward J. Kramer, director, Services to the Aged, Henry Street Settlement, New York City; Ivan Simonson, director, Senior Services, Western Idaho Community Action Program; and, the Hon. John B. Martin, Commissioner, Administration on Aging. Appended to these presentations are a number of miscellaneous articles, publications, and tables submitted both by the above witnesses and by the National Council on the Aging, Inc., the National Retired Teachers Association, the American Association of Retired Persons, the Bread and Law Task Force, Burlington, Vermont, and other organizations. (JM)

ED 072 141

UD 013 173

Thompson, Maxine S. Michel, Jerry B.

Black Students' Perceptions of Prejudice and Grade Deflection.

Pub Date Aug 72

Note—22p.; Paper presented at the annual meeting of the American Sociological Association, New Orleans, La., August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bias, *College Integration, College Students, College Teachers, Correlation, Grade Prediction, *Grades (Scholastic), Individual Power, *Negro Students, Perception, Racial Attitudes, *Racial Discrimination, Sex Dif-

ferences, *Student Teacher Relationship, Teacher Attitudes

The study presented here was designed to further the understanding of black student performance in biracial, academic settings. The purpose of the research was to assess the association between black students' perceptions of prejudice among white instructors and grade deflection (discrepancy between grade expected and grade received) in the respective courses. The first hypothesis was that there is a positive relationship between perceived instructor prejudice and incidence of grade deflection. Another hypothesis asserted that perceived prejudice is also positively related to grade deflection distance. The setting for the research was a Southern integrated university in one of the 20 largest cities in the U.S. Approximately 10 percent of the student body of just over 20,000 is black. During the Spring of 1971, all black students enrolled in sociology and anthropology courses completed questionnaires which provided the data for analyses. One hundred and ninety black students were asked their perceptions of racial prejudice among their respective instructors during the previous calendar year. Significant relationships were found between perceived instructor prejudice and both incidence of grade deflection and grade deflection distance. The controlled introduction of additional variables did not significantly alter the relationship. (Author/JM)

ED 072 142

UD 013 177

Annual Report of Programs for the Disadvantaged in Texas, ESEA, Title I, 1971-72.

Texas Education Agency, Austin. Div. of Evaluation.

Pub Date Nov 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Compensatory Education Programs, Dropouts, Educational Diagnosis, High School Graduates, *Instructional Programs, *Program Evaluation, Pupil Personnel Services, Reading Instruction, *Summer Programs, Teacher Education

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I Programs, *Texas

In 1971-72, 1,045 school districts in the State of Texas provided supplementary instruction and/or services to educationally/economically disadvantaged children through the use of Federal funds made available under Title I of the Elementary and Secondary Education Act of 1965. The number of pupils who have participated in these projects has fluctuated somewhat. The greatest percentage of the State enrollment participating in projects was in 1968-69. Since that time, the percentage has decreased significantly. This was due in part to the fact that school districts were complying more with the regulations of the ESEA Title I legislation by serving only those pupils exhibiting the greatest need for special attention. The data collection instrument which provided the information for this report was the "Annual Information Report of Programs Funded Through ESEA, Title I Regular." Examination of the reporting instrument used by local districts revealed that the districts were moving in the direction of defining pupil objectives. For purposes of reporting data on the 1971-72 ESEA Title I funded programs in Texas, a sample of districts was used. The sampling framework was based on the average daily attendance of school districts. (Author/JM)

ED 072 143

UD 013 178

Prescott, Ronald. And Others.

Systems for Multicultural Education Planning Framework. Volume 1, Volume 2, and Summary.

Los Angeles Unified School District, Calif.

Pub Date Oct 72

Note—539p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Bus Transportation, *Cultural Education, Cultural Enrichment, Cultural Pluralism, *Curriculum Development, Integration Methods, *Intergroup Education, Intergroup Relations, Program Planning, Racial Balance, Racial Integration, *School Integration, Urban Schools

Identifiers—*California

The Ad Hoc Task Force was established by the Superintendent of the Los Angeles City public schools to develop a process by which the District could plan to meet the requirements of the

State Education Code (AB 724). AB 724 was passed by the 1971 Session of the California State Legislature and, in essence, places State Board of Education guidelines concerning racial isolation into law. This document is in response to the Los Angeles City Board of Education's directive to the Superintendent. A plan is outlined by which the District can meet the requirements of the State Education Code while providing exemplary educational experiences for students with many varying backgrounds. All activities suggested are structured so as also to meet the requirements of Federal support programs. The activities outlined for immediate and future implementation together constitute a comprehensive five-year plan by which maximum impact can be achieved cost-effectively in a minimum amount of time. Problems underlying each suggested activity have been identified, tentative time schedules have been suggested, and resources—both internal and external to the District—have been recommended for the planning and implementation phases of each activity. In addition, the types of community interaction suggested for each activity have been described. (Author/JM)

ED 072 144

UD 013 180

Symonds, John D.

Culture Differences and Social Class in the Negro Community. Illinois Studies of the Economically Disadvantaged, Technical Report Number 1. Illinois Univ., Urbana. Dept. of Psychology. Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-1

Pub Date Nov 69

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Color, *Cultural Differences, Family Role, *Family Structure, Identification (Psychological), *Negro Attitudes, Negro Culture, Negro Institutions, Religion, *Social Class, Social Differences, Socioeconomic Status, Urban Population, Values

A literature survey is undertaken for the purpose of identifying and examining cultural differences between black and white Americans, with a major focus upon the black lower-class Northern urban-dweller. Major emphasis is placed upon the institutions of the Negro family and religion, as being moderator variables which help to account for various aspects of the black culture and which are in part a reflection of the culture. Some of the areas of culture difference emphasized are the problem of identity and many of the values associated with work and the Protestant Ethic and puritanism: the value of work as an end in itself, the importance of time, attitude toward authority, lack of competitiveness, ability to defer gratification, and lack of motivation to increase education and income. The second part of the paper examines the literature relevant to social class distribution and the role of skin color and other criteria of social class membership. Value difference between members of the various Negro social classes are also looked at. The paper stresses the importance of empirical verification of the findings reported in the presence of a highly dynamic change process taking place within the black community. Investigating the problem of whether the problems of the Negro are of a class or of a race type requires multi-variable approaches. (Author/JM)

ED 072 145

UD 013 181

Symonds, John D.

Black Power and Social Science Research. Illinois Studies of the Economically Disadvantaged, Technical Report Number 2.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-2

Pub Date Dec 69

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, *Black Power, Community Attitudes, Community Surveys, *Majority Attitudes, National Surveys, *Negro Attitudes, Negro Leadership, Political Affiliation, Political Issues, Political Power, Power Structure, *Research Needs, Research Reviews (Publications), *Social Sciences

This document contains a literature review of publications discussing the concept of Black

Power. Attention is paid to defining black power from various perspectives. The movement is also discussed as to the extent and demography of its support. A second section of the paper deals with white reactions to the black power movement. This is undertaken longitudinally and regionally. A final section discusses some of the problems endemic to carrying out research in the black community in the light of the changed orientations following in the wake of the black power movement. Throughout the paper, emphasis is laid upon the difficulty of drawing valid conclusions about the movement as a result of the rapid change of the black community. The time required to collect and analyze data is often too long to permit the publication of valid findings. Indicative of this problem is the report itself. There is here virtually no discussion of the Black Panther organization and its effect on the black power movement. This gap, of course, reflects the lack of published data descriptive of this group. Such studies undoubtedly are in progress, but without them, no statement of the black power movement can be considered as being totally up-to-date. (Author/JM)

ED 072 146

UD 013 182

Triandis, Harry C. Malpass, Roy S.

Field Guide for the Study of Aspects of Subjective Culture. Illinois Studies of the Economically Disadvantaged, Technical Report Number 4.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-4

Pub Date Jul 70

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Classification, Cross Cultural Studies, Cultural Background, Cultural Context, Cultural Factors, *Questioning Techniques, Questionnaires, Research Design, *Research Methodology, Research Needs, Research Problems, Research Tools, *Role Perception, Social Sciences, *Values

Subjective culture is a human group's characteristic way of perceiving the man-made part of its environment. It includes the group's model attitudes, norms, values, and roles. The study of subjective culture is likely to make a contribution to our understanding of the way various groups in any culture interact with members of other groups. The present field guide may be useful to persons undertaking such studies. No research program or methodology proceeds without a general meta-theory. We therefore describe some general attributes of the present theoretical framework and some general relations between this framework and the procedures and tests made in the study of subjective culture. The present field guide presents the essential points of the theoretical framework and a discussion of the methodological issues, together with explicit statements and examples of the way subjective culture data might be collected in different cultural settings. It is hoped that the treatment of the methodological issues is sufficiently detailed, here, to allow other investigators to do similar work with cultural groups, or in settings which are easily available to them. The main examples of this field guide were taken from a study of black and white interaction in job settings. The appendices include the questionnaire employed in a study of black and white subjective culture. (Author/JM)

ED 072 147

UD 013 183

Feldman, Jack M.

Race and Level of Abstraction of Disagreement as Determinants of Evaluation and Behavioral Intentions. Illinois Studies of the Economically Disadvantaged, Technical Report Number 12.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-12

Pub Date Jan 72

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstraction Levels, Behavior Standards, Beliefs, Classification, *Conflict, Cultural Factors, Goal Orientation, Group Norms, Interaction, Interpersonal Relationship, *Racial Differences, Racial Discrimination, *Role Perception, Social Behavior, *Values

This document reports a study conducted to test the hypothesis that the level of abstraction of

agreements and disagreements influences evaluations of and behavioral intentions toward other persons with the most abstract the most important. A "level of abstraction" theory, which predicts importance effects, holds that values, norms, roles, and facilities (specific means for reaching goals) form a level of abstraction hierarchy, from most to least important in producing conflict. A second hypothesis was that the race of a stimulus person would be important only in the determination of relatively intimate behavioral intentions. Complex stimulus persons differing in all combinations of race (black-white) and same-opposite values (highly abstract), norms, role beliefs, and facilities beliefs (least abstract) were constructed. Hypothesis one was partially supported; a clear level of abstraction effect was found but facilities beliefs controlled more variance than expected. This operated in addition to a proportion-of-agreement effect. Hypothesis two was not supported; a race main effect was observed only for superordination-subordination scores; in addition, race interacted with values, norms, and roles to determine evaluation scores. Results were discussed in terms of the perception of goal interdependence versus contrivance. (Author/JM)

ED 072 148

UD 013 184

Triandis, Harry C. And Others

Level of Abstraction of Disagreements as a Determinant of Cross-Cultural Interpersonal Perception. Illinois Studies of the Economically Disadvantaged, Technical Report Number 13.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-13

Pub Date Jan 72

Note—140p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstraction Levels, Attitudes, *Cross Cultural Training, Cultural Background, *Cultural Factors, *Culture Conflict, Goal Orientation, Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, Racial Differences, *Role Perception, Serial Ordering, Values

In order to choose among several strategies of cross-cultural training, a standard experimental paradigm is needed to inexpensively generate reliable and valid data. The research presented in this document provides what appears to be such a paradigm. It involves the presentation of intercultural conflict to subjects, under standardized conditions. The responses that the subjects make can be analyzed to determine the effects of different kinds of training on modifications of such responses. This study has several foci: (1) to explore the importance of level of abstraction of disagreement on interpersonal attraction; (2) to examine the importance of the sequence of agreements and disagreements; and, (3) to explore a paradigm which can be used in comparisons of intercultural training. The elements of subjective culture may be organized according to their level of abstraction: At the highest level there are values and at the lowest level there are specific beliefs about the means for reaching specific goals. Intermediate between these two levels are other elements of subjective culture such as norms and roles. One reason for the possibly greater importance of the more abstract of the disagreements is that when there is a disagreement at a high level of abstraction, it automatically implies disagreement at all other levels. (Author/JM)

ED 072 149

UD 013 185

Triandis, Harry C. And Others

Black and White Hardcore and Middleclass Subjective Cultures: A Cross-Validation. Illinois Studies of the Economically Disadvantaged, Technical Report Number 14.

Illinois Univ., Urbana. Dept. of Psychology.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-14

Pub Date Apr 72

Note—227p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Age Differences, Caucasians, Cultural Differences, Employees, Negroes, Racial Attitudes, *Racial Differences, *Role Perception, Sex Differences, Social Attitudes, Social Class, *Social Differences, *Stereotypes, Unemployed, *Work Attitudes

The research reported in this document was concerned with determining differences in subjective culture that might be associated with race, sex, social class, and age, and to cross-validate the findings of the previous four reports. Interviewers of the same race and sex as the persons studied were trained for approximately 18 hours using standard procedures, before going into the field. A factorial design was used to generate the types of people sampled. The design consisted of Race (black and white); Social Class (hardcore, working class, middle class); Sex, and Age (18 to 25, or 35 to 45 years old). Ten individuals were studied in each of the 24 cells generated by this design. The hardcore were defined as persons having few skills and little education, who in the opinion of the interviewer could work, but who report that they have not had a job for a year, although they tried to get one. The judgments required were presented in questionnaire form. The 240 persons were asked to make 128 judgments concerning the characteristics of categories of persons; 105 concerning their behavioral intentions toward such persons; 120 judgments concerning their role perceptions; 40 judgments concerning their job perceptions; 90 judgments concerning the antecedent of certain events, and 90 judgments concerning the consequents of these events. (Author/JM)

ED 072 150 UD 013 186

Feldman, Jack
Race, Economic Class, and Job-Seeking Behavior: An Exploratory Study. Illinois Studies of the Economically Disadvantaged, Technical Report Number 15.

Illinois Univ., Urbana. Dept. of Psychology.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-15

Pub Date May 72

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employees, Expectation, Group Norms, *Job Application, *Job Satisfaction, Prediction, *Racial Differences, Research Methodology, *Social Differences, Socioeconomic Status, Unemployed, Urban Population, *Work Attitudes, Work Environment

Identifiers—Missouri

This study sought to test several hypotheses about race and social-class differences in beliefs, values, and social norms related to jobs and job-seeking behavior. A two to four hour interview was conducted by specially trained black and white male interviewers, who interviewed working-class and unemployed men of their own race. All subjects were paid volunteers, recruited from business or social service agencies in the St. Louis, Missouri metropolitan area. The multi-trait, multimethod validation strategy was employed to evaluate two methods of measuring: (1) the valence (evaluation) of job and job-seeking outcomes and behaviors (previously elicited from similar samples), and (2) the perceived probability of obtaining five direct outcomes of each of five job-seeking behaviors. It was expected that, because of discrimination and lack of work-relevant skills, the black samples (especially the black hardcore unemployed) would see work and the job-seeking environment as essentially unpredictable situations, where effort is not related to reward. This effect was predicted to hold for the white hardcore as well, but to a lesser degree. The white working class was expected to see work and job seeking as highly predictable environments, where effort is strongly related to reward. (Author/JM)

ED 072 151 UD 013 187

Malpass, Roy S. Symonds, John D.

Value Preferences are More Strongly Associated With Social Class Than With Sex or Race. Illinois Studies of the Economically Disadvantaged, Technical Report Number 17.

Illinois Univ., Urbana. Dept. of Psychology.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—ISED-TR-17

Pub Date Nov 72

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Goal Orientation, High School Students, Middle Class Values, Physical Environment, Questioning Techniques, *Racial Differences, *Sex Differences, *Social Differences, *Socioeconomic Status, Unem-

ployed, Urban Population, *Values, Work Attitudes

Identifiers—Illinois

Preferences for 92 values, obtained from a survey of cross-cultural studies of values, were obtained from two separate and geographically distant sets of groups consisting of black and white males and females of lower- and middle-class status. The middle-class black population was of insufficient size to include, however. Value preferences were factor analyzed separately for the two sets of groups. Five composites of values were found to be shared by these two sets of groups. These were interpreted as: (1) the good life; (2) pleasant working companions; (3) balance and adjustment; (4) artistic creativity; and, (5) religiousness. The two sets of groups were then considered together and their mean preferences for these value composites compared. When the ten groups of subjects were combined according to criteria of either race, sex, or class, class was found to differentiate groups more than race or sex on all but the religiousness composite. Middle-class groups showed significantly higher preferences for the first three composite values, and black groups showed significantly higher preference for the fifth. The fourth (artistic creativity) did not show significant differentiation. Discriminant function analysis showed that when the optimal combination of the value composites is considered, the greatest differentiation of the groups on the discriminant function is obtained when groups are combined on the basis of class. (Author/JM)

ED 072 152 UD 013 231

Dee, Rita

Change in Self-Perception and Racial Attitude as a Result of Human Relations in a Parochial School System. Final Report.

Catholic School Board, Chicago, Ill.

Spons Agency—Office of Education (DHEW).

Washington, D.C. Bureau of Research.

Bureau No.—BR-1-E-002

Pub Date 1 Jul 72
Grant—OEG-5-71-0015(509)

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Bus Transportation, *Community Surveys, Educational Attitudes, Inner City, Integration Effects, *Integration Methods, Parent Attitudes, *Parent Reaction, *Parochial Schools, Program Evaluation, Racial Attitudes, Student Transportation, Transfer Programs, Transfer Students

Identifiers—Illinois

Operation Hospitality was a program started 4 years ago to bus children from all black inner city parochial schools to all white parochial schools, largely suburban. The first phase of an overall evaluation of the program involved the attitudes of the participating student populations. The second aspect of evaluation which was planned involved an evaluation of teacher attitudes in the participating schools. This was interrupted in the light of a more immediate expressed need. Several messages were coming from principals and pastors in the black sending-schools indicating their black communities did not want the busing to continue. As a result of these concerns it was decided to study parents' attitudes, both those participating and those not participating in the program to determine how they felt about it and its values to black children. The total sample was 93 parents with children in Operation Hospitality and 56 parents with no children in Operation Hospitality. The data was collected using personal interviews. The interviewers were all black; four women and one man who lived in the inner city or taught in inner-city parochial schools. Experienced research analysts read the interviews and described the significant patterns of attitudes and feelings and sought answers to the research questions. (Author/JM)

ED 072 153 UD 013 235

Toward Equal Educational Opportunity: The Report of the Select Committee on Equal Educational Opportunity, United States Senate, Pursuant to S. Res. 359, February 19, 1970.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Report No.—Senate-92-000

Pub Date 31 Dec 72

Note—445p.; Committee Print, Senate Select Committee on Equal Educational Opportunity

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.75)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Academic Achievement, *Bilingual Education, Bilingual Students, Child Development, Compensatory Education, Educational Disadvantage, *Educational Finance, *Educational Opportunities, *Educational Responsibility, Integration Methods, Non English Speaking, Rural Education, *School Integration, School Segregation, Urban Schools

This report is organized into eight parts. Part I introduces and summarizes the report. Part II, "Educational disadvantage and child development," discusses the Nation's disadvantaged children, the preschool years, and children's television. Part III, "Inequality in education," focuses on racial isolation and segregation in public schools, unequal and discriminatory educational practices, and whether it is schools or family background that makes the difference in educational performance. Part IV, "School Integration," includes chapters on school desegregation and the law, integration and educational opportunity, achieving integrated schools, and metropolitan approaches to educational equality. Part V, "Education of language minorities," discusses the plight of the language-minority child, and bilingual and bicultural education. Part VI, "Making education more responsive," includes chapters on the need for reform, schools and their communities, changing roles for educators and their clients, and compensatory education. Part VII, "Education finance," focuses on the causes of financial inequality in education, equal protection and equitable finance, the financial crisis in education, and the Federal role in financing education. Part VIII, "Rural education," discusses inequality in rural education and improving rural education. Additional, individual, and minority views are also included. Appended are references to earlier EEO Committee hearings and prints. (JM)

ED 072 154 UD 013 236

Lewis, James P. Hayes, Robert B.

Use of Visual Literacy Techniques to Teach Units on Career Development to Disadvantaged Seventh Graders. Final Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Educational Research.

Spons Agency—National Center for Educational Research and Development (DHEW/OE).

Washington, D.C. Regional Research Program.

Bureau No.—BR-2-C-023

Pub Date Nov 72

Grant—OEG-3-72-0034

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Curriculum Development, *Disadvantaged Youth, Educationally Disadvantaged, Field Trips, *Grade 7, Industrial Arts, *Industrial Education, Instructional Media, Middle Schools, Program Evaluation, Teaching Methods, *Visual Literacy, *Vocational Development, Work Attitudes, Work Experience

Identifiers—Pennsylvania

Can educationally disadvantaged pupils' attitudes, interests and knowledge concerning the world of work be improved through visual literacy techniques (VLT) and the Great World of Work Curriculum Guide (GWWCG)? Subjects were 158 educationally disadvantaged boys from the Harrisburg Middle School. The "Vocational Development Inventory," "Picture Interest Inventory" and the "Pennsylvania Occupational Questionnaire" were used as pre- and postmeasures. The VLT program also included GWWCG. Since significant differences did not occur between the VLT and GWWCG groups, this study did not support the additional expense of visual literacy techniques which required the purchase of cameras. Both the VLT and GWWCG groups made significant gains compared to the traditional program. These significant gains indicate the importance of structured, well planned field trips which require pupils to answer key questions in writing, as well as of other appropriate learning experiences. Such field trips were made with definite purposes in mind. These purposes had been made clear to the pupils. Also the written follow-up exercises provided learning reinforcement which apparently contributed to a significant gain in occupational

awareness for educationally disadvantaged pupils. (Author/JW)

ED 072 155 UD 013 241
Questions and Answers: Programs for Educationally Deprived Children Under ESEA Title I, 1971.

Office of Education (DHEW), Washington, D.C.
Report No.—DHEW-OE-72-140
Pub Date Oct 71

Note—18p.

Available from—Superintendent of Documents,
Government Printing Office, Washington, D.C.
20402 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Compensatory Education Programs, *Disadvantaged Youth, Economically Disadvantaged, *Educationally Disadvantaged, Educational Opportunities, Educational Resources, Federal Aid, *Federal Laws, *Federal Programs, Financial Support, Program Proposals, Project Applications, Resource Allocations, School Districts

Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Title I of the Elementary and Secondary Education Act (ESEA), the largest Federal aid-to-education program, was passed in 1965 to provide financial assistance to local school districts in planning and operating special programs for educationally deprived children. It is a supplementary program, designed to upgrade the educational opportunities of children from disadvantaged backgrounds, and not a general aid program. This booklet was prepared to answer some of the questions which are frequently asked about Title I programs operated by local education agencies. It does not attempt to deal with migrant education, or projects in institutions serving neglected, delinquent, or handicapped children. The contents are organized in seven parts: history of ESEA Title I eligibility of local education agencies; eligibility of children; eligibility of projects; applications for funds; allocation of funds; and records and reports. For more detailed information about Title I activities in a specific locale, interested persons should contact their State or Local education agencies. (Author/JM)

ED 072 156 UD 013 242
Weaver, W. Timothy

Future Growth of American Educational Attainment: Implications for the Educationally Disadvantaged Child. Working Draft.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.

Report No.—EPRS-WD-7207

Pub Date Jun 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Educational Development, Educational Finance, *Educationally Disadvantaged, Educational Needs, *Educational Objectives, *Educational Planning, Educational Policy, Educational Resources, Elementary Education, Higher Education, Policy Formation, Public Policy, Resource Allocations, Secondary Education

Two century-long goals in education have been pursued in this country: (a) growth in the average number of years of schooling completed, and (b) a reduction in the historic rate of school failure in the elementary and secondary schools. While in the past the two goals were closely compatible, it will not necessarily be true in the future. The two goals now imply strategies at two separate locations in the education system, neither of which need any longer enhance the other. If goal (a) is to be accomplished, then most of the future expansion that takes place in the average number of years of school completed must take place among persons who have already completed high school. If goal (b) is to be accomplished, there must be a reduction in the educational disadvantages which separate children of different social backgrounds early in their school experience. While goal (a) focuses on those who have already completed high school, goal (b) continues to focus on those who have not, and in all likelihood will not. It is of course possible to simply transfer goal (b) to higher education, whether or not it is attained at the elementary and secondary levels. However, as they are now defined, meeting both of these goals will mean, at least temporarily, an increase in funds devoted to each of the two parts of the education system. (Author/JM)

ED 072 157 UD 013 243

Nutrition and Human Needs—1972. Hearings Before the Select Committee on Nutrition and Human Needs of the United States Senate. Ninety-Second Congress, Second Session. Part 3B—Unused Food Assistance Funds: Food Stamps; Administration Witnesses. Hearings Held Washington, D.C., June 7 and 22, 1972.

Congress of the U.S., Washington, D.C. Senate Select Committee on Nutrition and Human Needs.

Pub Date Jun 72

Note—192p.; Committee Print, Senate Select Committee on Nutrition and Human Needs

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Problems, Breakfast Programs, *Federal Aid, Food Standards, Hunger, Lunch Programs, *Nutrition, Poverty Programs, Program Evaluation, *Public Policy, Identifiers—Department of Agriculture, Economy Food Plan, *Food Stamp Program, Project Head Start

These hearings before the Senate Select Committee on Nutrition and Human Needs are organized in four parts, the contents of which are as follows. The first part concerns "Unused food assistance funds and food stamps," with opening statements by Senators Percy and McGovern, followed by the presentations of other witnesses. The focus of this section is on topics such as the Food Stamp Program, the inadequate amount and administration of Federal aid, and the relation of food programs to other poverty programs. The second part contains the presentation of Richard Lyng, Assistant Secretary, Department of Agriculture, accompanied by James Kocher, Director, Food Stamp Division, Food and Nutrition Service, and Herbert Rorex, Director, Child Nutrition Division, Food Nutrition Service. The third part "Appendix 1," contains miscellaneous articles, tables, and publications relating to the Food Stamp Program, food program deficiencies, Iowa participants in the Work Incentives program, and food aid for the elderly. The fourth part, "Appendix 2," contains publications submitted by the Department of Agriculture, including excerpts from USDA publications on "emergency" or "temporary" character of the Economy Food Plan, material relating to Head Start Feeding, and depositions taken from USDA witnesses regarding inadequacy of the Economy Food Plan. (JM)

ED 072 158 UD 013 244

Brunswick, Ann F. Josephson, Eric
Adolescent Health in Harlem.

American Public Health Association, Washington, D.C.; Columbia Univ., New York, N.Y. School of Public Health.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Maternal and Child Health Services.

Pub Date Oct 72

Note—61p.

Journal Cit—American Journal of Public Health; Suppl., Oct 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescence, *Adolescents, *Community Surveys, Dental Health, Drug Abuse, Economically Disadvantaged, Health Needs, Health Services, *Inner City, Medical Evaluation, Negro Attitudes, *Negro Youth, *Physical Health, Urban Youth

Identifiers—Harlem, New York City

This is a report on a four and one-half year study of adolescent health, based on data collected through personal interviews with and medical examinations of 752 youth, 12-17 years of age, in a representative cross section of households in Harlem. Almost all were black and this report focuses on them alone. On the assumption that many health needs among adolescents in Harlem are not being met, and that innovations in providing care will be required to meet those needs, the three major objectives in this study were: (1) to assess the physical and emotional health status of adolescents in Harlem; (2) to determine their utilization of available health care services and their needs for medical care; and, (3) to make recommendations for more effective provision of health services. Personal interviews were conducted in the adolescents' homes by specially trained survey in-

terviewers who were matched to their respondents for both sex and ethnicity. The interviews dealt at length with adolescents' current health status—physical and emotional; utilization of medical and dental services; personal health practices; and attitudes toward health and toward the medical care they had received. All young people who were interviewed were offered a free comprehensive medical examination. [Appendix F may not be legible in MF or HC reproduction due to size of the print.] (Author/JM)

ED 072 159 UD 013 246

Equal Educational Opportunities Act. Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives. Ninety-Second Congress, Second Session on H.R. 13915, H.R. 13983, and H.R. 15299, Bills to Further the Achievement of Equal Educational Opportunities. Hearing Held Washington, D.C., June 28, 1972.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 28 Jun 72

Note—130p.; Committee Print, House Committee on Education and Labor

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bus Transportation, *Compensatory Education, Disadvantaged Youth, *Educational Legislation, Educationally Disadvantaged, *Educational Opportunities, Equal Education, *Federal Aid, Federal Legislation, Integration Methods, Political Issues, Programs, Public Policy, *School Integration, Student Transportation, Transfer Programs

These hearings before the General Subcommittee on Education of the Committee on Education and Labor, House of Representatives, are concerned with three bills to further the achievement of equal educational opportunities. H.R. 13915, the Equal Educational Opportunities Act, provides Federal assistance for educationally deprived students and specifies appropriate remedies for eliminating the dual school system. The funds available under Title I, Elementary Secondary Education Act, and the Emergency School Aid Act are to concentrate on providing basic instructional services and basic supportive services for educationally deprived students. Contents include the statements of such witnesses as Dr. David Armor, Lexington, Mass.; Hon. W. R. Bryant, Jr., State representative, Lansing, Mich.; Dr. D. Williams superintendent, Corpus Christi, Tex.; Independent School District; and Kenneth Young, assistant director of the AFL-CIO Department of Legislation. Prepared Statements and supplemental material include submissions by each of the above witnesses, plus the testimony of Hon. W. Mizell, a Representative in Congress from the State of North Carolina, an address by Hon. P. Peyser, a Representative in Congress from the State of New York, and a statement by the AFL-CIO Executive Council on Busing, February 15, 1972. (Author/JM)

ED 072 160 UD 013 252

Ornstein, Allan C.

Urban Education: Student Unrest, Teacher Behaviors, and Black Power.

Pub Date 72

Note—206p.

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$3.50)

Document Not Available from EDRS.

Descriptors—*Activism, *Black Power, Decentralization, Disadvantaged Youth, Integration Effects, Negroes, Research Problems, School Integration, Student Attitudes, Student Subcultures, *Teacher Behavior, *Teacher Education, *Urban Education, Urban Teaching

The contents of this book are as follows. Chapter I, "The disadvantaged: overview and trends," provides a brief synopsis of some of the major factors related to educating the disadvantaged. Chapter II, "Emerging youth deprivation," examines two groups of students—middle- and upper-middle-class white students and black students of all classes—who seemed the most dissonant and active among all the student subgroups. Chapter III, "Why ghetto teachers fail," outlines the ways in which the teachers are victimized by their improper training, their students, their supervisors, the school system, and professors of education. Chapter IV, "Teacher training for ghetto schools," develops a modest plan for improving teacher training, specifically for teachers of the disadvantaged. Chapter V, "

Myths of integration, 'Liberalism,' and research on blacks," is divided into four parts: (1) methods of organization reform for implementing school desegregation; (2) why school desegregation and integration have failed; (3) the "liberals" reaction to black power and black violence; and, (4) false research on blacks. Chapter VI discusses "Decentralizing urban schools." (Author/JM)

ED 072 161 UD 013 254

Cuban, Larry

Reforms in Washington: The Model School Division, 1963-1972. Final Report.

Washington School of Psychiatry, Washington, D.C.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-035

Pub Date Dec 72

Grant—OEG-3-7-72-0047

Note—143p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Administrative Organization, Administrative Personnel, Curriculum Development, *Educational Administration, *Educational Change, Educational Innovation, *Educational Policy, Federal Aid, Federal Programs, Personnel Selection, Policy Formation, Program Administration, Teaching Methods.

Identifiers—*District of Columbia, Model Schools

This study traces the origin and development of the Cardozo Model School Division, an area of Washington, D.C. having 17,000 poor children. Why did this particular reform shift in aims and alter shape between 1963 and 1972? Three factors played a major role in determining the direction reforms took. First, the particular reform perceptions of policy-makers; second, how each participant conceptualized goals, strategies, and consequences of reform; and third, the policy-making power of each participant to convert ideas into operation. While the push for change came from outside the system, the Superintendent controlled policy-making. His views on the school's role, poverty, and the goals of reform shaped the initial direction the Division took. The subsequent character of the reform seemed to be a reflection, in part, of similarities in Model School Division administrators. But explaining the direction traveled solely in organizational terms would be simplistic. Reformers, for example, lacked common goals and strategies for changing schools; moreover, they did not consider the organizational consequences that would flow from their particular agendas for change. They felt that reform could be achieved easily and quickly. Thus, this institutional study of one effort at reform traces the interaction between reformers and school officials, to explain why a reform became what it was. (Author/JM)

ED 072 162 UD 013 255

Best, Gilmary

Validating Performance Models for Re-Educating Certified Urban Teachers in Multicultural Dimensions. Final Report.

Mercy Coll. of Detroit, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-E-110

Pub Date 31 Jul 72

Grant—OEG-1-E-110

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cultural Education, *Cultural Factors, Cultural Pluralism, Curriculum Development, Family Background, Language Role, *Performance Based Teacher Education, Performance Factors, Performance Specifications, Student Characteristics, Student Motivation, *Student Teacher Relationship, Systems Approach, Teacher Education, *Teaching Models. Performance models for re-educating certified urban teachers in multicultural dimensions were developed based upon: (1) the concept that colleges and instructors should adapt to the students; (2) critiques of the whole system of education given by multi-ethnic students of the five Consortium colleges; and, (3) interviews with talented scholars with various racial and ethnic backgrounds. The models developed covered the following: (1) language aspects of culture; (2) motivational patterns rooted in culture; (3) culture impacted learning style; (4) time orientation;

(5) patterns of family relationships; (6) cultural sexual aspects; (7) folkloria; and, (8) special rites and customs. Each model was based upon a systems approach flow chart and specified student need, objectives, media, and criterion measures. The Director submitted these eight models to eight representatives of different cultures for rating. The models were scored by their raters for "applicability," "implementability," and "cultural acceptability." Kendall's coefficient of concordance was then applied to discover the degree to which the raters were in agreement with respect to the terms Excellent, Good, Fair, and Poor, as applied to the models. For the models in total and for the factor "implementability," there was agreement in the worth of the models at a five percent level of significance. [This document has been reproduced from the best available copy.] (Author/JM)

ED 072 163 UD 013 258

Baldwin, Fred D.

Federal Youth Programs: A Discussion Paper, December 1972.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Spons Agency—Office of Management and Budget, Washington, D.C.

Pub Date Dec 72

Note—175p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cost Effectiveness, *Federal Programs, Job Skills, Manpower Development, Policy Formation, *Program Evaluation, *Public Policy, Recreational Programs, Research Needs, Skill Development, Work Experience, Youth Agencies, Youth Employment, Youth Opportunities, *Youth Programs

This report responds to an Office of Management and Budget request for an evaluation of Federal manpower and recreation programs for youth. The legislative and administrative statements of program goals have been studied. Staff members of the administering agencies have been conferred with frequently. Reports from those agencies' information systems and recent national evaluations of the programs discussed have been read. Even so, serious deficiencies in data, coupled with noncomparable program objectives, prevent the achievement of the kind of comparative cost-benefit analysis which was hoped for. Benefit data was seldom accessible, and programs often account for costs quite differently. A framework for comparison of programs with similar objects was developed. This report does make some recommendations, relating both to broad national policy for Federal youth programs and to specific research needs. No two programs serve quite the same population, nor do they emphasize quite the same objectives. Some grouping by objectives was necessary to permit even limited comparisons. The categories used here are skill training, work support and experience, and recreation. A total of twelve programs are reviewed and evaluated. (Author/JM)

ED 072 164 UD 013 259

Ballesteros, David

Meeting Instructional Needs of Chicano Students. NCRIEEO Newsletter, Volume 3, Number 3, February 1972.

Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Feb 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission (School), Admission Criteria, Bias, Bilingual Education, *Educational Diagnosis, *Educational Needs, *Educational Opportunities, Educational Planning, Elementary Education, Higher Education, *Mexican Americans, Preschool Education, Secondary Education, *Spanish Speaking, Student Placement

The black and brown minorities which constitute about 16 percent of the total U.S. population today are demanding equal opportunities and quality education. The fact that more and more of these students are attending high schools and colleges will accelerate these demands. The demands are not only to reinforce their own ethnic heritage, but also to educate the dominant

majority in the realities of a true history; that is, through economic development and land expansion, the United States inherited a diverse citizenry whose potentials and contributions still require recognition. All institutions, particularly institutions of higher education, can either re-examine traditional white elitist beliefs and create real and equal opportunity, or risk that violence which increasingly has become the dominant instrument of social change. In meeting the instructional needs of Chicanos, both in the public schools and institutions of higher learning, standards must be reassessed regarding achievement and IQ test, admission and academic requirements, and teaching competencies for both pre- and in-service teachers. What is needed is not fewer standards but better standards. Teachers—particularly culturally deficient teachers—need training to work with linguistically and culturally distinct students. (Author/JM)

ED 072 165 UD 013 268

Mondale, Walter F.

Justice for Children.

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Jun 72

Note—36p.; Committee print, Senate Select Committee on Equal Educational Opportunity

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Indians, Bilingual Education, *Childhood Needs, *Disadvantaged Youth, *Educational Needs, Educational Opportunities, *Health Needs, Hospitals, Institutionalized (Persons), Mexican Americans, Political Issues, Racial Discrimination, Schools, Social Discrimination

Identifiers—*White House Conference on Children of 1970

On December 9, 1970, Senator Walter F. Mondale addressed the Senate on this nation's failure to meet the needs of its children and the need to implement the recommendations of the 1970 White House Conference on Children. Speaking a week before the first meeting of the 1970 conference, he reviewed a series of preliminary forum reports which contain a number of constructive recommendations, as well as a trenchant, critical analysis of present programs and institutions affecting children. Among the issues overlooked by these reports is the insurance of the immediate implementation of the conference's recommendations. The delegates are urged to insist that a representative group from the conference be formed to call on the President personally while the conference is still in session, and seek his public support for implementation. They should get an agreement from this administration for immediate funding of an action committee, with an office in Washington and staff picked by this conference, to speak up for implementation of its findings; to get a Children's Advocacy Center created now, with money, before leaving town. They should let this be the first White House Conference ever to focus on creating a legislative strategy for implementing its findings. (Author/JM)

ED 072 166 UD 013 272

Little, Alan Smith, George

Strategies of Compensation: A Review of Educational Projects for the Disadvantaged in the United States.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 71

Note—142p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Compensatory Education, *Compensatory Education Programs, *Educational Change, Educational Development, Educational Needs, Educational Objectives, Educational Philosophy, *Educational Planning, Elementary Education, Preschool Education, *Program Evaluation, Racial Integration, *School Integration, Secondary Education, Social Change, Social Integration

The purpose of this report is to draw on the American experience as a guide to policies, research, and experimentation in other countries who belong to the Organization for Economic Co-operation and Development. This review of compensatory education in the United States tries to give some impression of the changing social conditions that were related to such a movement, of the variety of ideas and theories that lay behind the development of particular educational approaches, and of the range of programmes and projects that has been set up. The projects described represent only a small fraction of the schemes tried out, but they are in general either those that are most well known, or those which have embodied innovation of particular interest. We distinguished three broad strategies of change. We looked first at changes within the school, particularly the development of new curricula, and the extension of formal schooling to include younger age groups. Secondly, we examined change in the relationship between the school and its setting; and thirdly, we outlined projects that had adopted a very different conception of the relationship between school and community than that traditionally held. The aim of this type of programme was to integrate schools racially or socially where the communities themselves were not integrated. Within these three broad strategies, we have traced the developing pattern of ideas. (Author/JM)

ED 072 167 UD 013 279

Small, Sylvia S. And Others

Black Americans: a Decade of Occupational Change.

Bureau of Labor Statistics (DOL), Washington, D.C.

Report No.—BLS-Bull-1760

Pub Date 72

Note—29p; Revised

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$/N2901-00967, \$0.40)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Educational Background, *Employment Opportunities, *Employment Patterns, Employment Qualifications, Employment Trends, Geographic Distribution, Income, Job Market, Job Tenure, *Negroes, Occupational Mobility, *Occupational Surveys, Security, *Social Change

Black workers have been moving up the occupational scale in recent years, away from the labor and service occupations and toward white-collar, craftsmen, and operative jobs. In 1960, two in every five black workers were in white-collar, craftsmen, or operative occupations. By 1970, more than half were in such jobs. These occupations are less subject to unemployment and they are better paid. The change in the occupational distribution of black workers has had the effect of reducing their unemployment rate by three tenths of a percentage point and increasing earnings more than ten dollars a week. The charts presented in this document separate the black labor force into three occupational groups for analysis: The highest paid occupations, which include professional, technical, and managerial workers, whose usual earnings (median) for black men working full time were over 150 dollars a week in 1970; the middle pay levels, including clerical and sales workers, craftsmen and foremen whose usual earnings (median of black men working full time) were 100 to 150 dollars a week; and the lower paid occupations whose usual earnings (median of black men working full time) were 100 dollars a week or less. The charts suggest that lack of education has often been a barrier to employment in the higher paid occupations, whether required for performance of a job or not. (Author/JM)

ED 072 168 UD 013 280

Winter, J. Alan, Ed.

The Poor: A Culture of Poverty or a Poverty of Culture?

Pub Date 71

Note—135p; paper and comments presented in the book were delivered as part of a Conference on the Culture of Poverty, Temple Univ., Philadelphia, Pa., October 10-11, 1969

Available from—Wm. B. Eerdmans Publishing Co., 225 Jefferson Avenue, S. E., Grand Rapids, Mich. 49502 (\$2.45)

Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, *Cultural Background, Cultural Factors, *Economic Disadvantage, Family Resources, Family Structure, Intergroup Relations, *Low Income Groups, Negro Institutions, Policy Formation, *Poverty Research, *Public Policy, Social Action, Social Change, Social Sciences

The first paper, "Introduction: The culture of poverty hypotheses and their import for social science and social policy," discusses three related hypotheses developed by Oscar Lewis concerning the poor with respect to the views of the other contributors to this volume bearing on those hypotheses. The second paper, "Family structure, poverty, and race," advocates that sociologists study the unique strengths in the Negro family in America that have enabled it to accomplish in one century a kind of stability similar to the stability that the white family in America has required almost three centuries to develop. The third paper, "The culture of poverty? What does it matter," discusses how the culture of poverty idea does matter to the behavioral science disciplines; to the images and life chances of poor people; and to the structuring of relations among individuals and groups. Also discussed are some of the ways in which the idea of the culture of poverty and the research methods associated with it fail to deal with some fundamental human and knowledge issues. The fourth paper is "Subculture and social reform: The case of the 'Culture of Poverty.'" (JM)

ED 072 169 UD 013 281

Townsend, H. E. R. Brittan, E. M.

Organization in Multiracial Schools.

National Foundation for Educational Research in England and Wales, London.

Spons Agency—Department of Education and Science, London (England).

Pub Date 72

Note—170p.

Available from—NFER Publishing Co., 2 Jennings Building, Thames Avenue, Windsor, Berks, SL4 1QS, England (\$7.50)

Document Not Available from EDRS.

Descriptors—Educational Diagnosis, English (Second Language), Ethnic Relations, Family School Relationship, *Immigrants, Instructional Staff, *Integration Effects, Integration Methods, Language Handicaps, *School Integration, *School Organization, Student Grouping, Student Placement, Transient Children

Identifiers—*England

This report is organized in ten chapters. Chapter one describes the design of the project. Chapter two, "Description of the sample," discusses the schools, the pupils, and the Form Seven (Schools) definition of immigrants and of immigrants with language difficulties. Chapter three, "Language teaching," discusses the teaching of English, the need for special help, and languages of immigrants' countries of origin. Chapter four discusses "Assessment of ability and attainment." Chapter five, "Grouping, streaming and extended courses," also includes a discussion of selection for secondary education. Chapter six, "Some problem areas," includes discussions of uniforms, meals, physical education, swimming, co-education, discipline, extracurricular activities, and employment. Chapter seven, "Home-school cooperation," includes discussions of difficulties of contact, parental visits, information to parents in their own languages, and requests for tuition in English. Chapter eight, "Staffing," discusses deployment, special payments, specialists in teaching English as a second language, immigrant teachers, and initial and in-service training. Chapter nine, "Other relevant aspects of school life," discusses religious education, prefects, teaching of race relations, specific contributions made by immigrants, and other aspects raised by headteachers. Chapter ten presents "Conclusions." [For Volume I of this series, see ED 066 538.] (JM)

ED 072 170 UD 013 291

Smith, William F., Comp. And Others

Notes to Understanding: A Teacher In-Service Conference Funded Through the Emergency School Assistance Program, United States Office of Education, for Priority I Teachers, March 20, 21, and 23, 1972, Educational Service Center, Jefferson Parish School System, Jefferson Parish, Louisiana.

Jefferson Parish School Board, Gretna, La.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 72

Note—38p.

Available from—Dr. W. F. Smith, Dept. of Elementary & Secondary Education, Louisiana State University, New Orleans, La. 70122

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), Discipline Problems, Discussion Groups, Elementary School Teachers, *Inservice Teacher Education, *Integration Effects, Integration Methods, Motivation Techniques, Program Evaluation, *School Integration, Secondary School Teachers, Student Teacher Relationship, *Teacher Workshops

Identifiers—Emergency School Assistance Act, Louisiana

The in-service workshop reported in this document was part of a staff development program for teachers in 39 elementary and middle schools in Jefferson Parish. It was funded under a grant from the United States Office of Education under provisions of the Emergency School Assistance Program. Each workshop consisted of one day of large group presentations followed by small group discussions for each group of teachers. Keynote talks included: "The program—rationale, descriptions, objectives," W. F. Smith; "Techniques to aid motivation among multi-cultural and multi-racial groups," Charlotte Brooks; "Sociological implications of desegregation," J. J. Salamone; "Discipline in desegregated schools," C. Thomas; and, "Communications in desegregated schools," Nancy Bruce. After large group sessions, participants divided into nine discussion groups; each met throughout the day with the same consultants who served as resource persons and interaction facilitators. After each large group presentation, that general session keynote speaker met with a small discussion group, in order to continue the dialogue-question session that concluded some large group sessions. Consultant small group resources personnel summarized the small group sessions, and completed an evaluation form for each session. Workshop participants, teachers and principals completed a brief participant evaluation form. (Author/JM)

ED 072 171 UD 013 292

Levin, Henry M. Bachman, Jerald G.

The Effects of Dropping Out. The Costs to the Nation of Inadequate Education: A Report Prepared for the Select Committee on Equal Educational Opportunity of the United States Senate; Excerpts from "Youth in Transition, Volume 3: Dropping Out—Problem or Symptom?"

Congress of the U.S., Washington, D.C. Senate Select Committee on Equal Educational Opportunity.

Pub Date Aug 72

Note—104p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Crime, *Dropouts, *Economic Factors, Educational Disadvantage, Educational Finance, Educational Needs, Health Needs, *High School Graduates, *Income, *National Surveys, Policy Formation, Political Affiliation, Public Policy, Taxes, Welfare

The purpose of this study was to estimate the costs to the nation of the inadequate education of a substantial portion of the population, where an inadequate education for the latter third of the twentieth century was defined as an attainment of less than high school graduation. Using data from the Department of Commerce and other sources in conjunction with extensive research literature from the social sciences, this report obtained the following findings: (1) the failure to attain a minimum of high school completion among the population of males 25 to 34 years of age in 1969 was estimated to cost the nation 237 billion dollars in income over the lifetime of these men, and 71 billion dollars in foregone government revenues; (2) in contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about 40 billion dollars; (3) welfare expenditures attributable to inadequate education are estimated to be about three billion dollars each year and are probably increasing over time; (4) the costs to the nation of crime that is related to

inadequate education appears to be about three billion dollars a year and rising; and, (5) inadequate education also inflicts burdens on the nation in the form of reduced political participation and intergenerational mobility, as well as higher incidence of disease. It is difficult to attempt any monetary estimate of these costs. (Author/JM)

ED 072 172 UD 013 293

Berry, Charles A.

Characteristics of College and Non-College Attendants Who Submitted ACT Scores to a Black College.

Grambling Coll., La.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-F-025

Pub Date 30 Nov 72

Grant—OEG-6-72-077(509)

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aspiration, *Achievement Tests, College Admission, *College Attendance, *College Bound Students, Educational Needs, Financial Problems, Grade Point Average, *High School Graduates, *Negro Colleges, Residential Patterns, Student Attitudes, Student Characteristics

Identifiers—ACT, American College Tests

The purpose of the study was to analyze selected characteristics of 3,385 high school graduates submitting American College Tests (ACT) profile reports to a black college. Additional data was obtained via questionnaire from 1,059 graduates that were non-attendants. These samples were subdivided into the following groups: attendants at black and white colleges; vocational school trainees; non-college attendants; and non-respondents. Comparisons among groups were made on the variables of academic potential; educational aspiration and need; status in and size of graduating class; residence; and reasons for taking postsecondary training or enrolling in college. Performances on ACT subtests and composite were below the national average, with the highest and lowest performances in natural science and social sciences. Highest and lowest high school Grade Point Averages were in social science and mathematics. Large numbers participated in advanced and honors courses and extra-curricular activities in high school. Level of aspiration was high. Most needed financial assistance to defray college expenses. Ninety percent graded in top half of their class; fifty-eight percent were from rural areas and small cities. If scores are submitted, non-blacks do not state race. White colleges do drain black potential. Many black seniors are unrealistic in aspiration and choice of educational major. (Author/JM)

ED 072 173 UD 013 294

Morland, J. Kenneth

Racial Attitudes in School Children: From Kindergarten Through High School. Final Report.

Randolph-Macon Woman's Coll., Lynchburg, Va. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-009

Pub Date Nov 72

Grant—OEG-3-72-0014

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasian Students, *Elementary School Students, Identification (Psychological), *Kindergarten Children, Negro Students, Norm Referenced Tests, *Racial Attitudes, Racial Balance, Racial Differences, Racial Recognition, School Integration, *Secondary School Students, Semantic Differential, Visual Measures

Identifiers—*Virginia

In the fall of 1971, the Lynchburg, Virginia public schools began the implementation of a plan to eliminate all traces of racial segregation in the school system. All pupils in the ninth and tenth grades in the city were enrolled in one of the two high schools, and those in the eleventh and twelfth were enrolled in the other. Pupils were assigned to junior high and elementary schools in such a way that racial balance would result, and busing was employed to this end. It was not until the fall of 1971 that full integration was instituted. A major objective of the research

presented in this report is to describe the racial attitudes of Lynchburg school children just as racial balance in the schools is being instituted. A representative sample was studied in February and March, 1972. Children in kindergarten and primary grades were interviewed with a picture test. Children of ages 12, 14, 16 and 18 years were tested with semantic differential and social distance scales. As age increased, black respondents moved toward a more favorable rating of their race and a less favorable rating of whites. The findings suggested a modification of the normative theory of racial prejudice by supporting the presence of multiple rankings of racial-ethnic groupings, depending on who is doing the ranking. (Author/JM)

ED 072 174 UD 013 295

Wise, James H.

Parent Participation Reading Clinic—A Research Demonstration Project. Final Report.

Children's Hospital of the District of Columbia, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-1-C-018

Pub Date 14 Dec 72

Grant—OEG-3-71-0128

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Gains, Compensatory Education, *Compensatory Education Programs, Economically Disadvantaged, Educational Diagnosis, Educational Innovation, Educational Planning, *Elementary School Students, Family Influence, Negro Students, *Parent Participation, Program Evaluation, *Reading Programs

Identifiers—District of Columbia

The general purpose of this study was to explore the possibility of developing a Parent Participation Reading Clinic home-based instructional model for assisting in the teaching of reading to economically disadvantaged elementary school children. Working within a community-based child health care agency in Washington, D.C., the Parent Participation Reading Clinic offered an innovative model for providing remedial educational assistance to low-income educationally handicapped children through involvement of the child's parents or older sibling as a "home-instructor" in the teaching process. Thirty-eight elementary school children (19 experimental and 19 match control) participated in the study over an eight month period. As a group, the experimental children who participated in the program showed significant gains over the matched control group on eight month re-evaluation on the California Test of Basic Skills, vocabulary and comprehension reading sub-tests. The results indicated no significant positive effects among experimental subjects for increasing IQ scores as measured on the Peabody Picture Vocabulary Test. Significant results were found for the within group reassessment of the Wide Range Achievement Test (reading) and Dolch Word List Test. The general findings of this study are interpreted as supportive of further development of this alternative compensatory education model. (Author/JM)

VT

ED 072 175 08 VT 017 340

Vetter, Louise Sethney, Barbara J.

Women in the Work Force: Development and Field Testing of Curriculum Materials. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—R&D-Ser-81

Bureau No—BR-7-0158

Pub Date Dec 72

Grant—OEG-3-7-000158-2037

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, *Career Planning, *Curriculum Development, Educational Research, Females, High School Students, Labor Force, *Occupational Choice, Occupational Information, Role Perception, Student Attitudes, Work Attitudes, *Working Women

To aid girls in considering future alternatives and making plans for labor force participation and adult female roles, curriculum materials and associated measures of knowledge, attitudes, and plans were developed and pilot tested with 100 girls in Grades 7, 9, and 11. Materials and measures were revised on the basis of pilot test data, including evaluative comments from participating teachers and students and were then submitted to experimental evaluation with 32 Grade 7, 9 and 11 students enrolled in home economics classes. Major conclusions concerning the effects of the unit were: (1) Students gained information about the world of work and about women's roles in employment, (2) Students' attitudes changed in the direction of more acceptance of the challenges of employment and more acceptance of employment after marriage, (3) Students showed no significant change in choices of occupation, and (4) Students indicated more plans to work after children begin school and after children are grown. Recommendations for uses of the unit are included, and the study questionnaire, instructions, and data tables are appended. (Author/SB)

ED 072 176 VT 017 749

A Review of Neshaminy School District's Exemplary Vocational-Technical English/Language Arts Program Against Commonwealth Goals for Quality Education. Focusing on Goals One, Three and Seven: Annual Phase I Report, Addendum and Appendices.

Neshaminy School District, Langhorne, Pa.

Pub Date Aug 72

Note—144p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, *Developmental Programs, Educational Research, *English Curriculum, High School Students, *Language Arts, *Program Evaluation, Reading Skills, Research Projects, Secondary Grades, Technical Education, Vocabulary Skills, *Vocational Education, Writing Skills

Identifiers—*Exemplary Projects, Neshaminy School District

The purpose of this project was to develop a more relevant and utilitarian English/language arts and communications media program for technical school students in Grades 10-12. During Phase I, the curriculum was developed by a team of teachers and implemented at each of the grade levels. Evaluation of the program was accomplished through surveying students, English teachers, administrators, and supervisory personnel. Some findings from the evaluation were: (1) Most of the Grade 10 students felt they learned at least as much during the new program as they had in past years, and 73 percent of them felt their reading ability improved at least somewhat, (2) A total of 89 percent of Grade 11 students indicated that their writing had improved, (3) Grade 12 students responded better to vocabulary studies from current newspapers and magazines than from the literature read in class, and (4) Most of the administrators felt that the technical students' attitudes were about the same as other students. The project proposal, sample evaluation forms, course outlines, and evaluative comments from students are appended, and an addendum comparing the project's accomplishments with education goals of the State of Pennsylvania is included. (SB)

ED 072 177 VT 017 875

Zaleski, Henry F.

A Demonstration Program to Train 12-15 High School EMR Students in Key Punch Operation Using Individual Instruction. Final Report.

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date Jun 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Processing Occupations, *Demonstration Programs, *Educable Mentally Handicapped, Educational Programs, Handicapped Students, *Individualized Instruction, Individualized Programs, *Job Skills, Low Ability Students, Office Machines, Pilot Projects, Program Effectiveness, Skill Development, Training, *Vocational Development

Identifiers—*Key Punch Operation, Meriden Public Schools

Summarized in this report are the efforts, accomplishments, and recommendations of personnel involved in a pilot program designed to teach educable mentally retarded (EMR) students key

punch operation. Participating in the study initially were 18 high school students from Platt and Maloney High Schools. Instruction was given to each group by a teacher from IBM on an individualized basis for a total of 3 days per week with training time varying from 6 hours training per week for Platt students to 2 hours for Maloney students. Findings revealed that EMR students, if taught on an individualized basis are capable of learning key punch operation with a level of proficiency suitable for job placement. (SN)

ED 072 178 VT 017 927

H. att. Norman F. Gloriot, John A.
Utah Manpower Development and Training Act Skills Center Evaluation.

Utah State Board of Education, Salt Lake City.
Pub Date Jan 72
Note—67p.

EDRS Price MF\$0.65 HC\$3.29

Descriptors—Disadvantaged Youth, Educational Objectives, Federal Programs, Goal Orientation, Individualized Programs, *Job Training, *Manpower Development, Manpower Utilization, *Performance Criteria, Program Descriptions, *Program Effectiveness, *Program Evaluation, Program Improvement, Skill Development, Tables (Data), Vocational Education

Identifiers—Manpower Development and Training Act, *Utah Skills Center

This evaluation of 9 months of the first year of the federally funded Utah Manpower Development and Training Act Skills Center with 89 enrollees examines the program's effectiveness by means of a literature review, personnel interviews, preparation of training program objectives, and the utilization of these objectives as success criteria for the program. The data collected generally indicate the need for the existence of the Utah Skills Center. Positive attitudes of the staff help overcome major problems and aid in accomplishing favorable results. It is strongly recommended that the Utah Skills Center be perpetuated. Many aspects of operation need improvement, therefore this report presents a variety of guidelines for developing the Skills Center activities. Numerous appended tables present the results of this program evaluation, including various attitudinal assessment forms and statistical data. (AG)

ED 072 179 VT 017 933

Harris, Philip R.

The Professional Development of Correctional Personnel. An Action Research Report on Planned Change in the Military Justice System.

Management and Organization Development, Inc., La Jolla, Calif.

Spons Agency—Office of Naval Research, Washington, D.C.

Pub Date 10 Oct 72

Note—34p.

EDRS Price MF\$0.65 HC\$3.29

Descriptors—*Action Research, Adult Vocational Education, Behavior Development, Changing Attitudes, *Correctional Rehabilitation, Human Relations Programs, Institutes (Training Programs), Manpower Development, *Military Training, Organizational Change, Participant Characteristics, Pilot Projects, *Professional Personnel, *Professional Training, Program Effectiveness, Systems Development, Tables (Data), Vocational Development

Identifiers—*Military Justice

This action research by a management psychologist utilized insights and methodology from the behavioral science to promote planned, positive change in the Navy's criminal justice system. Specifically, the present phase of this ongoing investigation focused upon Marines assigned to five correctional facilities in North Carolina and Southern California. A 10-member team of behavioral science consultants tested two pilot 48-hour courses with 111 subjects at Camp Lejeune and Camp Pendleton. In 1972, two more sessions having 12 4-hour learning modules were tested, as well as 11 learning modules for an administrators' course. Pre-and post-testing of attitudinal modification with four evaluation instruments utilized analysis of variance by Osgood's semantic differential technique. The statistically insignificant results indicate that assessment of learning experiences should focus on the measurement of behavioral consequences rather than the subjects' value changes. Suggestions are given

for extending research, inservice education, and pilot projects in the areas of military justice. A wide range of tables presents the data. (AG)

ED 072 180 VT 017 977

New Careers in the State Employment Security Agencies: Part I, Instruction for a New Careers Program; Part II, Suggested Staff Training Guide; and Part III, Handbook.

Manpower Administration (DOL), Washington, D.C. U.S. Training and Employment Service.
Report No—DLMA-PSC-NC-72-013

Pub Date Dec 70

Note—307p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-212 077, MF \$0.95, See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Agency Role, Career Ladders, Disadvantaged Groups, *Employment Programs, Job Development, Job Training, *Manpower Development, Manpower Utilization, Manuals, Occupational Information, *Program Descriptions, Staff Role, *State Agencies, Subprofessionals, Vocational Development

Identifiers—*New Careers

This three-part package provides a description of the philosophy and operating instructions for New Careers training programs in Employment Security (NCES) agencies. The first part gives instructions to State agencies and Department of Labor staffs on the operations of a training project. Included are term definitions, program standards, training and educational components to be supplied, project models, and job descriptions. The second part provides instructions in New Careers for NCES personnel on their roles in the functioning of the program. Components of the program which are covered include recruitment and selection, orientation, career development, counseling, education and training, supportive services, and supervisory staff training. The third part provides a detailed description of the Employment Security agency and the program through an orientation manual and workbook for enrollees. Descriptions of the Wagner-Peyser Act, the Social Security Act, Unemployment Insurance, and future trends are included. (Author/AG)

ED 072 181 VT 018 075

The Experimental Manpower Laboratory for Corrections: Phase II. Final Report (March 1, 1970-August 31, 1971).

Rehabilitation Research Foundation, Elmore, Ala. Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No—DLMA-82-01-69-06-2

Pub Date Sep 71

Note—49p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB-211 730, MF \$0.95; See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Behavior Development, Correctional Rehabilitation, Experimental Programs, Followup Studies, Individualized Programs, Job Training, Management Education, Manpower Development, Microfiche, *Prisoners, *Program Descriptions, Recidivism, *Rehabilitation Programs, *Vocational Adjustment, Vocational Development

Identifiers—Alabama, *Experimental Manpower Laboratory for Corrections

This report covers these five major projects of the Experimental Manpower Laboratory for Corrections: (1) a manpower training program for Alabama prisoners, (2) an experiment in contingency management, (3) implementation of token economy in Draper Correctional Center, (4) a manpower training project for correctional officers, and (5) a followup effort focusing on released offenders. Project objectives, methods, procedures, problems, and results (as complete as possible at the time of the project's termination) are given. Some highlights of the overall program are: (1) open entry/exit feature of vocational training with an emphasis on individualization, (2) the basic education delivery system (Individually Prescribed Instruction System), (3) techniques of behavioral control employed in the token economy, (4) techniques of behavioral science taught to traditional correctional officers, (5) techniques of the contingency management

experiment, and (6) the new measuring instruments developed to determine an offender's adjustment to society and to predict recidivism. Phase I of this report is available in this issue as VT 018 119. (Author/AG)

ED 072 182 VT 018 088

Gryba, Eugene S. Kyba, Russel

A Plan for a Life Skills Course for Northern Adolescents.

Saskatchewan NewStart, Inc., Prince Albert.

Pub Date 72

Note—85p.

Available from—Saskatchewan NewStart Inc., First Ave. and River Street, East, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—*Adolescents, Career Education, Individual Development, *Interpersonal Competence, *Problem Solving, *Program Guides, Program Planning, Self Concept, Teacher Role, Teaching Techniques, Unit Plan

Identifiers—Canada, *Life Skills, NewStart

Based upon the philosophy and techniques of a life skills course for adults, this program guide specifies the life skills problems faced by northern adolescents, the lessons needed to confront these problems, and some of the benefits that would accrue to the students who may take the course. In addition, an attempt is made to anticipate negative community reaction, to discuss some of the administrative problems resulting from program implementation, and to provide additional training that teacher-coaches would require in order to effectively carry out a life skills course. Course specification tables provide a description of adolescent problems, cross-reference to the adult lessons, suggestions for modifications to existing lessons or for writing new lessons, and benefits that a student could gain from each lesson. A sample lesson plan containing an overview, objectives, teaching suggestions, needed equipment, and evaluation methods is included. Related documents are available as VT 018 089 in this issue and ED 050 346. (SB)

ED 072 183 VT 018 089

Warren, Phillip W.

The Problems and Needed Life Skills of Adolescents.

Saskatchewan NewStart, Inc., Prince Albert.

Spons Agency—West - Brandt Foundation, DeRidder, La.

Pub Date 72

Note—293p.

Available from—Saskatchewan NewStart Inc., First Ave. and River St., East, Prince Albert, Saskatchewan, Canada

Document Not Available from EDRS.

Descriptors—*Adolescents, Bibliographies, Career Education, Individual Development, *Interpersonal Competence, *Problem Solving, *Program Planning, Self Concept, *Supplementary Reading Materials

Identifiers—Canada, *Life Skills, NewStart

This book describes the modifications required to make a life skills course for adults applicable to adolescents. Major sections are: (1) The Cultural Context: Preparing for an Unprecedented Future Using an Unfinished Past, (2) Survey of the Characteristics of Adolescents, (3) Survey of the Problems and Concerns of Adolescents with a Description of the Skills Needed to Deal with Them, and (4) Analysis of Present Life Skills Course with Recommended Changes for Use with Adolescents. A bibliography of materials relating to problems of adolescents is included. Related documents are available as VT 018 088 in this issue and ED 050 346. (SB)

ED 072 184 VT 018 119

The Experimental Manpower Laboratory for Corrections: Phase I. Final Report (September 1, 1968-March 1, 1970).

Rehabilitation Research Foundation, Elmore, Ala. Spons Agency—Manpower Administration

(DOL), Washington, D.C.

Report No—DLMA-82-01-69-06-4

Pub Date Sep 70

Note—40p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 729, MF \$0.95; See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Correctional Rehabilitation, Economic Status, *Employment Problems, *Employment Programs, Environmental Influences, Job Placement, Job Training, Manpower Development, Manpower Utilization, Microfiche, *Prisoners, Program Evaluation, State Programs, Vocational Development

Identifiers—EMLC, *Experimental Manpower Laboratory for Corrections

Five studies were conducted by the Experimental Manpower Laboratory for Corrections (EMLC) during this reporting period. One dealt with barriers to the employment of released offenders; another examined the post-release economic status of the offender, and still another dealt with factors within the prison environment which appeared to markedly affect a manpower training effort. A fourth study sought to modify the substandard speech of a group of offenders. The fifth study was a preliminary assessment of the success of the Alabama State Employment Service in securing training-related employment for prisoner trainees. During this period the EMLC centrally administered the Department of Labor's Bonding Program. Phase II of this report is available in this issue as VT 018 075. (Author/AG)

ED 072 185 VT 018 406

Johnston, Jerome. Bachman, Jerald G.

Youth in Transition: Volume V, Young Men and Military Service.

Michigan Univ., Ann Arbor. Survey Research Center.

Spons. Agency—Department of Defense, Washington, D.C.

Pub Date 72

Note—259p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Choice, Employment, Family Background, Higher Education, *High School Students, *Males, *Military Service, National Surveys, *Predictor Variables, Student Characteristics

This book is the fifth in a series of monographs documenting the Youth in Transition project, a longitudinal study covering the high school years of a nationwide representative sample of 2213 young men. The project began by collecting data on the sample as they entered Grade 10 in 1966 and has continued by re-interviewing the sample at the end of Grade 11 (1968), Grade 12 (1969), and one year after graduation (1970). Data from the most recent interview was examined to determine which factors influenced a young man to select the alternative of military service instead of finding a job or continuing his education. From the data, it appears that even prior to entrance into Grade 10 many young men are keyed to the choice of advanced education after high school. Such a choice is highly predictable from aptitude and family background. The same is not true for work or military choice; these choices were adopted only in the later years of high school and then somewhat reluctantly. There were almost no background characteristics distinguishing enlistees from those who took jobs. In addition to discussing the plans, attitudes, and behavior of young men from 1969-70, the monograph also contains an examination of some of the issues surrounding the debate over an all-volunteer armed forces and an indication of the feasibility of attracting volunteers to such a force using various incentives. (SB)

ED 072 186 VT 018 415

Ginzberg, Eli. And Others

Private and Public Manpower Policies to Stimulate Productivity.

National Commission on Productivity, Washington, D.C.

Pub Date Jun 71

Note—19p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ST# 4000-00281; \$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Economic Factors, Economic Progress, Laborers, Labor Legislation, Manpower Development, Manpower Needs, *Manpower Utilization, *Personnel Policy, *Policy Formation, *Productivity, *Public Policy

Identifiers—*Manpower Policies

Realizing the relationship of productivity to technological, organizational, and manpower variables, and the need to improve and increase

production gains, this document examines existing public and private entrepreneurial and industrial relations structures in an effort to ascertain manpower policy measures which if strengthened or introduced might facilitate production gains. Investigated and included in the content are such topics as: (1) The Nature of Change, (2) Historical Perspectives, (3) Private Arrangements, (4) Public Policies, and (5) New Directions. Findings and implications include: (1) A recognition by the Federal Government that the sine qua non for a conducive environment for stimulating productivity changes is a high level of continuing employment for the economy, and (2) There is little prospect for success on the part of either private or public manpower policy directed to facilitating the adjustment of workers affected by productivity changes except against a background of a high employment economy. (SN)

ED 072 187

Eisen, Irving. And Others

A "Starter" File of Free Occupational Literature.

B'nai B'rith, Washington, D.C. Vocational Service.

Pub Date 70

Note—33p.

Available from—B'nai B'rith Vocational Service, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Indexes (Locators), *Literature Guides, Occupational Information, *Occupations, *Publications, Reading Materials

Developed to assist those individuals interested in building an occupational careers library or literature file, this annotated bibliography identifies available free literature on 103 occupations, and provides a reference index to aid in filing. To further assist, a list of suggested readings is included. (SN)

ED 072 188

Directory of Occupational Education Programs in New York State.

New York State Education Dept., Albany. Office of Occupational Education.

Pub Date 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Directories, *Educational Programs, Post Secondary Education, *Proprietary Schools, *Public Schools, Secondary Education, *Vocational Education, Vocational Schools, Vocational Training Centers

Identifiers—New York State

Contained in this alphabetized, occupational education directory are the names of secondary and post-secondary education programs offered by New York's public and private institutions. Listed alphabetically by county, only licensed, registered, or approved schools and programs are included. (SN)

ED 072 189

Shoemaker, Byrl

Vocational-Technical Education and School District Organization.

Great Plains School District Organization Project, Lincoln, Nebr.

Pub Date 28 Nov 67

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Adult Vocational Education, Continuing Education Centers, Educational Needs, Out of School Youth, *Program Planning, *School Districts, Secondary Grades, *State Programs, Tables (Data), Technical Education, Vocational Development, *Vocational Education

Identifiers—Great Plains School District Organization Project

As a basis for establishing criteria for guidelines concerning effective and constructive school district organization in the four states of the Great Plains School District Organization Project, a past president of the American Vocational Association provided data on the purposes and organization of vocational and technical education for utilization by those with advisory or decision making responsibilities about the educational structure in each state. The following fields are discussed separately: (1) agriculture, (2) home economics, (3) business and office education, (4) distributive education, (5) trade and in-

dustrial education, and (6) technical education. These conclusions were reached: (1) Vocational and technical education, as essential parts of a modern public curriculum, should enroll from 500 to 1,300 secondary and out-of-school youth and adults in a vocational education center, (2) Vocational education programs deserve the support of business, industry, and the public, (3) Suburban and rural communities should join together to provide a sufficient student base and tax base for vocational education, and (4) Residential programs are preferable for sparsely populated areas, as opposed to a comprehensive program pattern for large cities. (AG)

ED 072 190

VT 018 472

Kennedy, Elsie, Ed. Williams, Lawrence, Ed.

Synopsis: Career Education in Kentucky.

Kentucky Univ., Lexington. Div. of Vocational Education.

Pub Date Jan 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Background, *Career Education,

*Program Descriptions, Program Development,

*Regional Planning, *Regional Programs,

*State Programs, Vocational Development

Identifiers—*Kentucky

The main purpose of this booklet is to review and synthesize the historical background of career education in Kentucky and the current status of state-supported career education projects. An overview is presented of the efforts that have been made to implement the concept of career education in Kentucky, hoping to encourage other school systems in the state to further explore and implement their own career education programs. Data were collected by interviews, site visitations, and a survey form which was devised to elicit specific information about the projects from the project directors. Responses to the survey were put in a standardized format and a draft copy was returned to each project director for final editing. This procedure provided for the accuracy that was needed. While some of the projects may have changed since the submission of the descriptive material, the thumbnail sketches provided by the project directors do represent an accurate picture of state-supported career education efforts in Kentucky. (Author)

ED 072 191

VT 018 474

Killing, George G. And Others

Selected Papers by Institute Faculty. Criminal Justice Monograph, Volume II, No. 1.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, *Correctional Rehabilitation, Criminology, *Delinquency Prevention, *Delinquent Rehabilitation, Drug Abuse, Juvenile Courts, Police Community Relationship, Pupil Personnel Workers, *Rehabilitation Counseling, Role Conflict, *Socially Deviant Behavior, Social Services

The 12 papers in this collection are all concerned with various aspects of delinquency prevention, counseling, correction, and rehabilitation. Some of them had been presented at conferences, some pulled from other works. The first paper states that the pupil personnel worker should be the most important diagnostician and agent for change because he is there at the initial or pre-truancy stages of deviant behavior. The second argues for administrative changes to provide multiple social and community services in the ghettos on a round-the-clock basis, instead of extending such non-police roles to the police department. Other papers deal with counseling the public offender before, during, and after institutionalization. Two papers focus specifically on the narcotics problem. All of the authors write from a sociological background, some also from experience in criminology and police work. (MF)

ED 072 192

VT 018 476

Cole, Donald A. And Others

The Negro Law Enforcement Officer in Texas.

Criminal Justice Monograph, Volume I, No. 4.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date 69

Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, *Employment Level, Employment Practices, Geographic Distribution, Government Employees, *Negro Employment, *Police, Questionnaires, *Racial Discrimination, *State Surveys
Identifiers—*Texas

This monograph presents the first study of Negro police officers in Texas, the need for them and factors surrounding their use. It was felt that the need for Negro police officers was more than symbolic, and recommended fair representation in the agency that regulates their everyday life. Minority officers can provide a special competence in dealing with minority groups, as well as in helping to reduce stereotyping and prejudice of both blacks and whites. A brief questionnaire was sent to each county sheriff and major city police department throughout the state, inquiring about their employment practices, number of white and black officers, and percentage of crime committed by Negroes in their jurisdictions. Survey results, tabulated and correlated, indicated a definite pattern to the likelihood of Negro police officers being employed according to the environment and size of a jurisdiction, its degree of urbanization. As expected, rural jurisdictions had made the least progress in integration. Some county sheriffs showed hostility toward the study. It was recommended that the proportion of Negroes employed in Texas law enforcement be increased, particularly in the rural areas where the need is greatest, through active recruitment efforts. Suggestions for modification of recruitment techniques and for reassessment of duty assignments are given. (MF)

ED 072 193 VT 018 477

Ross, Tommy W.

A Descriptive Study of the Skid Row Alcoholic in Houston, Texas. Criminal Justice Monograph, Volume II, No. 2.

Sam Houston State Univ., Huntsville, Tex. Inst. of Contemporary Corrections and the Behavioral Sciences.

Pub Date 70

Note—138p.; M.S. Thesis, Sam Houston State Univ., Huntsville, Tex.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Alcoholism, *Behavior Patterns, Demography, Etiology, Group Norms, Interviews, Masters Theses, Participant Characteristics, *Personality Problems, Profile Evaluation, Psychological Patterns, Rehabilitation Centers, *Socially Deviant Behavior, Statistical Data, *Subculture
Identifiers—Houston

The purpose of this study was to establish a population profile of the skid row alcoholic in Houston, Texas and also to compare his demographic and drinking patterns with those of similar groups described in earlier studies made in other cities. Primary data sources for the study were interviews with 100 skid row alcoholics and with police and court officials and other persons involved with the problem. Secondary data were researched from the literature and published statistics. Evaluation of the survey results indicated that the typical skid row alcoholic in Houston resembled his counterpart in other areas of the country. Life styles and histories in the subculture are detailed and a demographic profile of the typical alcoholic is derived. Sample questionnaires and tabulated data are appended. (MF)

ED 072 194 VT 018 512

Gillie, Angelo C., Ed.

The Third Annual Pennsylvania Conference on Post-Secondary Occupational Education.

Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Jun 72

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Accreditation (Institutions), Certification, Community Colleges, *Conference Reports, *Health Occupations Education, *Human Services, Junior Colleges, Paramedical Occupations, *Paraprofessional School Personnel, *Post Secondary Education, State Licensing Boards, Statewide Planning, Vocational Education

Identifiers—*Pennsylvania

Papers presented at the third annual conference on post-secondary paraprofessional education held at Pennsylvania State University in November 1971 centered around the human ser-

vice occupations. This rapidly developing area of paraprofessional education will offer increasing job opportunities in the future in health, social service activities, and other fields. The conference's major objective was to provide an exchange of ideas among participating educators as to the role of 2-year colleges in planning programs in social- and health-related paraprofessional occupations. This report contains the conference program, registrants, evaluation, group discussions, and texts of eight papers. Topics covered by the papers include statewide planning for delivery of human and health services, health personnel training, licensing and certification, human services programs, and accreditation. (MF)

ED 072 195 VT 018 513

Guidelines for Reevaluation of Employment Requirements and Practices Pursuant to Emergency Employment Act.

Civil Service Commission, Washington, D. C. Bureau of Intergovernmental Personnel Programs.

Pub Date Jun 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment, *Employment Opportunities, *Employment Qualifications, Federal Aid, *Federal Legislation, *Guidelines, Personnel Evaluation, Task Analysis

Identifiers—*Emergency Employment Act

Contained in this document are federal regulatory statutes governing employment practices of those agencies contemplating or already receiving funds under the Emergency Employment Act of 1971. Set forth in the law are provisions for job analysis and the reevaluation of skill requirements at all levels of employment, as well as legislation intent on identifying and eliminating discriminatory practices in hiring and occupational advancement. Topics covered include: (1) Background of the Act, (2) Organization of the Guidelines, and (3) Areas for Analysis and Guiding Principles and Criteria. A checklist and bibliography supplement the text. (Author/SN)

ED 072 196 VT 018 514

Herr, Edwin L., Baker, Stanley B.

The Development of Selection Models for Pennsylvania Area Vocational Technical Schools: Phase I, Uses of Available Data. Preliminary Final Report.

Pennsylvania State Univ., University Park.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Admission Criteria, Aptitude Tests, *Area Vocational Schools, Data Analysis, Discriminant Analysis, Educational Planning, *Guidance Services, Multiple Regression Analysis, *Predictor Variables, Secondary School Counselors, Statewide Planning, *Student Characteristics, Student Needs, Success Factors, Vocational Education, Vocational Interests

Identifiers—*Pennsylvania

There is a need for improved techniques for selection of students and prediction of student success in vocational-technical education. This study concerns identification of the kinds of readily available data which may be used to predict student success in Pennsylvania area vocational-technical schools and to differentiate among the vocational-technical curriculums. Such data should be useful in helping students to decide whether or not to attend a vocational school and what course options would be most appropriate. A literature review showed no universality of methods, although it appeared that the use of a multiple set of predictors was preferable to single predictor variables. The purpose of this investigation was to analyze existing information about a sample of vocational school students in order to determine whether there were data readily available to school counselors which would be useful in planning study at the State vocational-technical schools. Only information already available in the junior high schools was used. Findings from analysis of the data caused the researchers to question the advisability of using the data studied for State selection methods. Further research is suggested to investigate both these and other data, if school planning is to make use of the study findings. Findings are appended in 28 tables. (MF)

ED 072 197

VT 018 515

Towne, Douglas C., Wallace, Sydney

Vocational Instructional Materials for Students with Special Needs.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Oregon State Board of Education, Salem. Div. of Community Colleges and Career Education.

Pub Date Aug 72

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Citation Indexes, *Directories, *Disadvantaged Youth, Feedback, *Handicapped Students, Individualized Instruction, *Instructional Materials, Visual Aids, Vocational Development, *Vocational Education
Identifiers—Dictionary of Occupational Titles

This directory of instructional materials is designed for use by vocational education teachers of the disadvantaged or handicapped student. Representing a number of sources and a variety of approaches to curricular materials for students with special needs, this listing covers 24 topics, from individualized curriculums to instructional support systems. Federally funded under the Vocational Education Amendments of 1968, the text is illustrated with line drawings. Each instructional category, such as office occupations, is cross-referenced with the Dictionary of Occupational Titles. Instructions for locating materials under the appropriate program heading, an explanation of the coding system and the method of ordering selected documents for purchase from the Government Printing Office are provided. For each document citation, these nine areas of information are given: (1) title, (2) author, (3) corporate author, (4) a statement of relevant instructional areas, (5) a brief annotation of the potential use of this material, (6) subject content, (7) a description of the materials, (8) the instructional media, and (9) the source of the document. An evaluation form is included for teacher feedback. (AG)

ED 072 198 VT 018 516

Garner, Alan

The Older American: New Work, New Training, New Careers.

Pub Date Jan 69

Note—11p.; Presentation at the Annual Southern Conference on Gerontology (18th, Gainesville, Florida, January 1969)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accelerated Programs, Adult Education, Advanced Placement, Career Change, *Career Education, *Continuous Learning, Employment Programs, Human Capital, *Human Services, *Older Adults, *Special Degree Programs, Transfer of Training, Work Study Programs

For the great number of Americans over 65 years of age, meaningful work is a central activity, whether or not an income support system is needed. Human services work, helping others, is particularly suited to many older persons. This type of work calls for education and training for those who had worked in different areas. College programs should be developed for older workers engaged in second careers, with credits granted for life experience, work experience, and previous learning in order to sharply decrease the length of time required for a degree. Entry points into education or careers should not be limited to prescribed age groups but should be open to those of all ages. Unlike the traditional picture, the growing pattern will be for persons to be engaged in a variety of activities throughout their lifetimes. School and work should be seen as operating in tandem and not sequentially. Of course, efforts to combine work and study are not new. What is new is the concern for adults as well as for youth, the use of various equivalency devices, and the particular interest in human services jobs. Some present employment programs for older workers in human service areas are cited. (MF)

ED 072 199 VT 018 517

Aronowitz, Stanley

Mobilization for Youth's New Model for Sub-professional Training: Its Impact on New York City's Health Services.

New York Univ., N.Y. New Careers Development Center.

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Health Services, Educational Innovation, Educational Needs, *Job Training, Leadership Training, Manpower Development, *Models, Program Descriptions, *Program Effectiveness, *Subprofessionals, Vocational Development, Vocational Education
Identifiers—Mobilization for Youth, *New Careers, New York City

Written by a manpower and economic development consultant for the Carlton Family Fund, this paper describes the pioneering role of Mobilization for Youth's New Health Occupations Program (NHOP) in the development of a new model for the use of non-professionals in human services. Innovative training concepts for Social Health Technicians employed by Gouverneur Clinic include the importance of the subprofessional in a flexible service delivery system, an emphasis upon basic education as well as specific skills training, and the assignment of responsible community service work as opposed to routine liaison work with professionals. The Public Service Careers Program of the Human Resources Administration was constructed from the NHOP model, as well as the parallel position of Case Work Assistant within New York City's Department of Hospitals. The Mobilization for Youth's contribution to the "new careers" concept is indicated by the interest of voluntary hospitals in establishing similar training programs and new occupations within their institutions with the guidance of the NHOP staff. (AG)

ED 072 200 VT 018 518

Knopf, Lucille

From Student to RN: A Report of the Nurse Career-Pattern Study.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Report No.—DHEW-Pub-NIH-72-130

Pub Date 72

Note—170p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (ST#1741-0040; \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Failure, Career Choice, Dropout Characteristics, Educational Needs, *Goal Orientation, Government Publications, Health Occupations Education, Individual Characteristics, *Longitudinal Studies, *Nurses, Nursing, *Participant Characteristics, Persistence, Predictor Variables, Students, Tables (Data), Vocational Development
Identifiers—*Nurse Career Pattern Study

This government publication provides the first comprehensive report of a longitudinal study initiated in 1962 by the National League for Nursing for the purpose of obtaining specific information about the biographical characteristics of nursing students, their occupational goals, and their reasons for choosing nursing as a career. Intended to assist Congress in developing effective legislation for improving nurse training, the Nurse Career-Pattern Study provides information to date on nursing students in baccalaureate, diploma, and associate degree programs. The five topical chapters deal with: (1) background and description of study, (2) characteristics of entering students, (3) those who graduated and those who withdrew, (4) variables related to graduation and withdrawal, and (5) summary and discussion. Data on nursing attrition rates imply that institutional factors need to be identified, studied, and remedied to decrease student withdrawals and prevent scholastic failure. Numerous appended tables present the data. Over 42,000 students in nine cohorts were studied in 1962, 1965, and 1967, noting differences among freshmen entering each of the three types of nursing program. (AG)

ED 072 201 VT 018 536**Business Education Curriculum Guides for the 70's.**

New Jersey Business Education Association.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; North Hunterdon Regional High School, Annandale, N.J.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [71]

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Business Subjects, *Course Content, Curriculum Development, *Curriculum Guides, Learning

Activities, Office Occupations, *Office Occupations Education, Secondary Grades, Secretaries, Vocational Education

Designed for use by practitioners and classroom teachers with varying backgrounds and teaching experience, this curriculum guide is intended as a pattern to aid in the enrichment and development of more inclusive curriculums. Complete with behavioral objectives, course content, suggested learning activities, materials and equipment, teacher resources, evaluation procedures, and curriculum alternatives for each of the subjects covered, the material presented may be varied or altered to integrate desired learning skills while developing the attitudes and work habits needed for success in employment. Courses described under secretarial subjects include shorthand, typewriting, office machines, and office practice; under quantitative business subjects, recordkeeping, business mathematics, and data processing; and under social business subjects, business law, consumer education, and business organization. (SN)

ED 072 202 VT 018 537

Gilrain, James B.

Career Education 1972: An Annotated Bibliography of 173 References.

Career Education, Purdy Station, N.Y.

Pub Date 72

Note—100p.

Available from—Career Education, Box 53, Purdy Station, New York, N.Y. 10578 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Books, *Career Education, Doctoral Theses, *Educational Research, Periodicals, Reports, Speeches
Prepared as part of a larger research study evaluating the effectiveness of career education programs, this annotated bibliography contains 173 periodical articles, speeches, dissertations, books, and reports concerning aspects of career education. Arranged alphabetically by author, entries contain title, publication information, pagination, and annotation. (SB)

ED 072 203 VT 018 538**Index of Opportunity in Nursing and Allied Health Professions, 1972.**

Resource Publications, Inc., Princeton, N.J.

Pub Date 72

Note—66p.

Available from—D.R. Goldenson and Co., Inc., P.O. Box 2331, Princeton, N.J. 08540 (\$2.25)

Document Not Available from EDRS.

Descriptors—*Employment Opportunities, *Hospitals, Indexes (Locators), *Medical Services, *Nursing, Occupational Information, *Paramedical Occupations, Salaries

This publication contains descriptions of 59 hospitals and other medical agencies which offer job opportunities to nurses and those trained in the allied health professions. Included in the descriptions are a brief introduction, salaries and/or benefits, employment opportunities, location, and source of further information. A geographical index and tear-out resume forms, which enable readers to follow up the opportunities in individual career fields, are included. (SB)

ED 072 204 VT 018 540

McCracken, J. David Brown, Alice J.

Career Education for Disadvantaged Students. Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No.—20269

Pub Date 31 Jan 73

Grant—OEG-0-72-4355

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Career Education, Demonstration Programs, *Disadvantaged Youth, *Educational Change, Instructional Materials, *Literature Reviews, Program Descriptions, School Administration, Student Motivation, Teacher Education, Teacher Educators, Teachers

This project was conducted to provide local school administrators, teacher educators, and teachers with a synthesis of the literature and practice relating to the career education of disadvantaged students. Information was secured by visiting eight on-going career education programs,

interviewing their program directors, corresponding with directors of promising programs, and reviewing the literature. In addition, a 1-day consultants workshop was held to strengthen the perspectives of the four project authors who developed papers for the three target groups covering the following topics: (1) descriptions of exemplary programs for disadvantaged students, which was developed for local school administrators and is available as VT 018 541 in this issue; (2) research and theory related to the motivation of disadvantaged students, and curriculum materials for use with disadvantaged readers in developing their employment skills, which were developed for teachers and are available as VT 018 542 and VT 018 544, respectively, in this issue; and (3) descriptions of methods and programs for preparing teachers, which was developed for teacher educators and is available as VT 018 543 in this issue. (SB)

ED 072 205

VT 018 541

Robertson, J. Marvin

Career Education Programs for the Disadvantaged. Appendix A of a Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No.—20269

Pub Date 31 Jan 73

Grant—OEG-0-72-4355

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Annotated Bibliographies, *Career Education, *Developmental Programs, *Disadvantaged Youth, Literature Reviews, Pilot Projects, *Program Descriptions, Program Evaluation, School Administration, Student Characteristics, Success Factors

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this paper, which is intended for administrators of local programs, identifies successful components of career education programs for the disadvantaged. Program descriptions were secured through a search of the literature, a survey of state department of education administrators of special needs programs in vocational education, and contact with other agencies operating career and vocational education programs. In addition, 54 exemplary programs were identified, contact persons interviewed, and selected sites visited for in-depth study and on-site evaluation. Among the program components described are: (1) outreach and recruitment activities, (2) orientation of program participants, (3) career awareness and exploration opportunities, (4) basic education, (5) counseling activities, (6) available support services, (7) opportunities for job skill development, and (8) provisions for student placement and follow-up. Major strengths and weaknesses of the programs are summarized, and a listing of the locations, contact person, and brief description of the 54 exemplary career education programs is appended. Related publications are available as VT 018 540-VT 018 544 in this issue. (SB)

ED 072 206

VT 018 542

Thomas, Hollie B., Jr.

Motivating Disadvantaged Students to Learn. Appendix B of a Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Bureau No.—20269

Pub Date 31 Jan 73

Grant—OEG-0-72-4355

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Disadvantaged Youth, Individual Needs, Literature Reviews, Locus of Control, *Motivation Techniques, Reinforcement, Rewards, Self Actualization, Self Concept, *Student Motivation, Teaching Techniques

Developed as part of a project designed to provide a synthesis of the literature and practice relating to the career education of disadvantaged students, this review is intended to inform teachers about research and techniques for

motivating disadvantaged students. Section I discusses the nature of motivation and describes the basic human needs that motivate individuals, including psychological needs, love needs, safety needs, esteem needs, self-actualization needs, and the desire to know and understand. Section II offers an overview of research relating to such basic motivation constructs as self concept, locus of control of reinforcement, aspirations, and self-actualization. Motivating techniques such as the use of rewards and successes, feedback and reinforcement, setting goals, and creative thinking are explored and evaluated in Section III. Some conclusions drawn from this review were: (1) A major portion of the motivation research is directed toward ascertaining the global self-concept of the disadvantaged student; (2) Changing the locus of control of reinforcement from external to internal appears to be a primary objective of career educators; and (3) The development of sub-goals to achieve a long-range aspiration is more effective than are long-range goals. Related publications are available as VT 018 540-VT 018 544 in this issue. (SB)

ED 072 207 VT 018 543

Schmitt, Henry E.
Teacher Education for the Culturally Different.

Appendix C of a Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dis-semination.

Bureau No.—20269

Pub Date 31 Jan 73

Grant—OEG-0-72-4355

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Culturally Disadvantaged, *Disadvantaged Youth, Effective Teaching, Inservice Education, Literature Reviews, Minority Groups, *Models, Preservice Education, *Teacher Education, Teacher Qualifications

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this proposed teacher education program attempts to represent a systematic orientation, induction, preparation, and professional continuum which eliminates the abrupt lines of terminal experiences normally associated with current agencies preparing teachers for the culturally different. The proposed model, which is designed to place decision making power at the local school system level, consists of: (1) Phase I, the preservice component, which is intended to prepare student teaching and professional university interns as well as clerical, teacher, and technical aides; (2) Phase II, the inservice component, which is designed to serve first year teachers of minority students and teachers who have been actively involved in teaching these students; and (3) Phase III, the graduate or internship component. The objectives, implementation strategies, and other information are provided for each component. In addition to the proposed program, a discussion of qualities needed by effective teachers and descriptions of three agencies preparing teachers for the culturally different are included. Related publications are available as VT 018 540-VT 018 544 in this issue. (SB)

ED 072 208 VT 018 544

Maxwell, David K. And Others

Curriculum Materials in Career Education for the Disadvantaged. Appendix D of a Final Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dis-semination.

Bureau No.—20269

Pub Date 31 Jan 73

Grant—OEG-0-72-4355

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Annotated Bibliographies, *Career Education, Career Planning, Culturally Disadvantaged, *Curriculum Development, *Disadvantaged Youth, Elementary Grades, *Instructional Materials, Literature Reviews, Occupational Choice, Occupational Information, Post Secondary Education, Reading Improvement, Reading Level, Secondary Grades

Identifiers—Career Awareness, Career Exploration, Career Preparation

Developed as part of a project designed to provide a synthesis of literature and practice relating to the career education of disadvantaged students, this paper examines the curricular needs of disadvantaged students, curriculum materials according to different reading and interest levels, and the contribution of curriculum materials toward career awareness (elementary level), career exploration (junior high level), and career preparation (secondary, post-secondary, and adult levels). An annotated bibliography of selected instructional materials for career education is provided. Included are career education kits, curriculum units, vocational films, and several series of books containing career information. Related publications are available as VT 018 540-VT 018 543. (SB)

ED 072 209 VT 018 545

Manchester, New Hampshire Regional Vocational Education Planning Project (MANREVEP). Final Report of Project Re 71-06 (April 1971-August 1972).

Manchester Board of Education, N.H.

Spons Agency—New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date 15 Nov 72

Note—147p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Area Vocational Schools, Community Surveys, *Cooperative Education, Curriculum Development, Labor Market, Manpower Needs, Pilot Projects, *Program Planning, Relevance (Education), *School Planning, Student Needs, *Vocational Education

Identifiers—*Manchester, New Hampshire

To plan the implementation of a comprehensive vocational education program in the Manchester, New Hampshire, school system, a research and development program was conducted by the cooperative education coordinator, the vocational education director, and school administrators and teachers. Community data to support the rationale for vocational education in the school system provided a base for a needs assessment survey of individual business firms and students to show the need for specific vocational education offerings. On the basis of these surveys, three pilot programs were initiated to demonstrate to the community what type of teaching and curriculum were being planned through the project. Curriculums judged best for the Manchester area were produced and a long-range plan for the total program implementation was prepared, calling for gradual incorporation of vocational courses in existing schools and the planning of a separate vocational school. (MF)

ED 072 210 VT 018 546

Implementing Law Enforcement Training: A Suggested Basic Training Program.

Miami-Dade Junior Coll., Fla.; Office of Education (DHEW), Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Vocational Education, Basic Skills, Government Publications, *Job Training, *Law Enforcement, Police Community Relationship, *Program Descriptions, Program Evaluation, *Program Guides, Program Planning, Resource Materials, Teaching Guides, Teaching Procedures, Vocational Development

This manual is designed to provide guidelines for establishing, conducting, and evaluating basic and inservice training programs for the implementation of law enforcement training by small police departments. Suggested methods of determining training needs, required physical facilities, selection of staff and faculty, courses of study, and training methods are presented. As an aid in determining sources of financial support, instructional materials, training information, and agencies providing qualified instructors for various parts of the training programs, this handbook incorporates many resource lists, a job analysis, and a sample basic program. The following topics are discussed: (1) preliminary program planning, (2) management of training resources, (3) program development, (4) training methods, (5) teaching techniques, and (6) program evaluation, including a field training record. (AG)

ED 072 211 VT 018 547

Vocational Education in Major Cities: Analysis of Population, Vocational Education Enrollment, Teachers, and Expenditures. Fiscal Year 1971.

Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 71

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, Enrollment, *Expenditures, *Municipalities, Program Effectiveness, *Program Evaluation, *Vocational Education, Vocational Education Teachers

An assessment of vocational education service to the population in principal United States cities, this report was based on data received from U.S. cities having a population of over 250,000. Analyzed in regard to enrollment, teachers, expenditures, and program completions and placements, information from 45 of the 58 biggest cities is included. (SN)

ED 072 212 VT 018 550

The Beginnings of Career Education in the Albuquerque Public Schools, 1971-72.

Albuquerque Public Schools, N. Mex.

Spons Agency—New Mexico Occupational Research and Development Coordinating Unit, Santa Fe.

Pub Date 72

Note—226p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—American Indians, *Career Education, *Developmental Programs, *Disadvantaged Youth, Educational Objectives, Elementary Grades, *Federal Programs, Indexes (Locators), Instructional Innovation, Integrated Activities, Learning Activities, Middle Schools, *Program Descriptions, Program Development, Teaching Procedures, Vocational Development

Identifiers—*Albuquerque Public Schools, Mini Grant

This federally funded exemplary career education project involved 35 Mini-Grant programs conducted within 24 elementary and middle schools in the Albuquerque Public Schools. Project highlights are described, noting the favorable impact of innovative career awareness activities upon disadvantaged Indian students, their parents, and the community. Shortcomings of the program were identified, such as lack of adequate facilities, time, and funds, and concerns for the future were voiced. The eight remaining sections of the report discuss: (1) arts and crafts projects, (2) industrial arts, (3) career awareness, (4) ecology, (5) home economics, (6) office education, (7) integrated career education activities, and (8) indexes by grade level, area, and school. Photographs illustrate the text, which includes performance objectives and teaching procedures for each separate project activity. (AG)

ED 072 213 VT 018 551

Supervised Independent Study Program. Annual Report (July through June 1972).

Bucks County Public Schools, Doylestown, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Case Studies (Education), County Programs, *Disadvantaged Groups, *Dropout Prevention, *Independent Study, Job Training, Occupational Guidance, *Program Descriptions, Program Improvement, Resource Materials, Secondary Grades, Statistical Data, Supervision, Vocational Development, Vocational Education

Identifiers—*Bucks County Public Schools

The purpose of this first annual report is to provide the sponsoring bureau of this Supervised Independent Study Program and secondary school staffs with a comprehensive description of program activities for the fiscal year 1972 together with the intended program developments for the fiscal year 1973. Statistical data and case studies are presented to support the conclusion that this program in vocational education has made significant strides in combating Bucks County's dropout problems at the secondary level. A staff of two full-time and four part-time personnel have counseled, tested, and tutored students by preparing them for the GED test and by offering competently written home vocational correspondence courses. By participating in this program, dropouts have raised their employment

chances. Related programs include vocational training courses for prisoners, juvenile delinquents, the handicapped, and for drug addicts. Over 300 young people have been aided by the Supervised Independent Study Program. Sample program materials, counseling guidelines, and a map of Bucks County showing the dropout distribution are provided. (Author/AG)

ED 072 214 VT 018 567

Lyman, Jay Rich

Comparative Costs of Manpower Education: A Methodological Study.

Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento.

Pub Date Jun 72

Note—131p.; Ph.D. Dissertation, California Univ., Davis

Available from—University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8335, MF \$4.00; Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Comparative Analysis, *Cost Effectiveness, Doctoral Theses, *Educational Programs, Educational Research, Employment Qualifications, Input Output Analysis, Job Skills, *Manpower Development, Program Costs, *Research Methodology, Resource Allocations

The objective of this study was to establish a criteria and model for comparative evaluation of manpower educational programs. The criteria developed deals with resource allocation in manpower education programs and how well those programs meet the needs of industry. In the proposed model, an occupation is reduced to its basic skills, which are called characteristics. The list of characteristics becomes a vector of characteristics associated with that specific occupation. The relative prices associated with each characteristic become a vector of relative weights which the employer places on the corresponding elements in the vector of characteristics. A point plan of job evaluation was adapted for use in evaluating the characteristics, and a vector of relative prices is generated using the point plan. A modified price vector is obtained when certain constraints are placed on the characteristics and their prices. The modified price vector is used to provide a relative measure of efficacy between the various educational programs employing the same type of inputs and obtaining similar outputs. Efficacy is measured by the Euclidean distance between the modified price vector and the vector of instructional times allocated to the curriculum. The smaller the Euclidean distance, the closer the schools to meeting the demands of industry. (Author/SB)

ED 072 215 VT 018 569

Third Annual Report of the Law Enforcement Assistance Administration (LEAA), Fiscal Year 1971.

Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 31 Dec 71

Note—453p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2700-0080, \$3.25)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Annual Reports, Career Choice, Conferences, *Correctional Rehabilitation, Courts, Crime, Delinquency, *Delinquency Prevention, Federal Legislation, *Law Enforcement, Local Government, *Occupational Surveys, State Government

Identifiers—Crime Prevention, Criminal Justice, *Federal Agencies, Law Enforcement Education Program, LEEP

The role of the Law Enforcement Assistance Administration (LEAA) is to reduce crime and delinquency by encouraging and assisting states in developing comprehensive plans to fight crime, by providing massive Federal funding to carry out those plans, by undertaking research in law enforcement, and by providing leadership and guidance to state and local governments in their efforts to improve all facets of the criminal justice system. During its third year of operation, several developments significant for LEAA took place and are summarized in this report. Some highlights for 1971 are: (1) amendment of the basic Act by Congress establishing LEAA and making a number of changes in the law, (2) complete reorganization of LEAA, (3) co-spon-

sorship of the first National Conference on the Judiciary, (4) funding the first National Jail Census and a survey of all expenditures and employment in the nation's criminal justice system, and (5) supporting the National Advisory Commission on Criminal Justice Standards and Goals and the first National Conference on Corrections. A sharp increase was noted in 1971 in the use of the Law Enforcement Education Program (LEEP), which provides financial support for students of careers in law enforcement. Also included in this report are individual reports from each of the State Criminal Justice Planning Agencies. (SB)

ED 072 216 VT 018 570

Improving Highway Safety Manpower: Traffic Engineering Technician Project at Lansing Community College. Final Report, Phase I.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—National Highway Traffic Safety Administration (DOT); Washington, D.C.

Pub Date Aug 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Associate Degrees, Community Colleges, Community Resources, Curriculum Development, Engineering Technicians, Job Training, Junior Colleges, *Manpower Development, *Post Secondary Education, Program Development, *Subprofessionals, *Traffic Safety

Identifiers—Lansing Community College

Phase I of this project was conducted to pilot test an associate degree program for the preparation of traffic safety technicians. Previously developed curriculum materials were revised by an advisory committee in accordance with the level of expertise and sophistication of the 27 students enrolled in the 2-year program and to meet the needs of the employers of highway safety manpower. Some conclusions drawn from the field test were: (1) Training and education programs, such as the traffic engineering technician curriculum, are likely to be relevant to the needs of local employers if centered in an educational institution that has a commitment to serve the community, (2) A pool of expertise in the form of the community college staff and community-based professional groups may be quickly mobilized to prepare highway safety manpower at technical levels, (3) Highway safety agencies find it valuable to cooperate with a community college in providing training opportunities within commuting distance of the place of employment and the employee's place of residence, and (4) Economies are gained when employers and educators share their resources and utilize the community as a laboratory to prepare traffic safety technicians. (SB)

ED 072 217 VT 018 576

Mogle, Grant

Vocational Information for Education and Work (Project VIEW—Utah Schools).

Utah State Board of Education, Salt Lake City.

Spons Agency—Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Pub Date Oct 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Opportunities, Careers, High School Students, Information Services, *Information Sources, *Information Systems, *Occupational Information, Occupations, Resource Materials, *Use Studies, Vocational Education

Identifiers—*Project VIEW, Utah

To assess the degree of importance and use of the vocational information system, Utah "Project View," as perceived by selected students and counselors in several Utah high schools and junior high schools during the 1971-72 school year, questionnaires were distributed to a random sample of 1,765 students from 16 high schools and 6 junior high schools as well as 24 counselors from those schools. Data obtained from the survey revealed that: (1) Only about half of the students sampled are making use of occupational career information, (2) Less than 14 percent were able to recognize the VIEW materials, (3) Less than 8 percent who were able to recognize sources of the information preferred to use the VIEW materials, (4) Students feel that VIEW materials received little use as compared to other career in-

formation; however, counselors felt just the opposite, and (5) The most recognized use source of career information is the SRA "Career Exploration Kit." Based on these findings, recommendations were made that: (1) the VIEW materials not be up-dated, (2) an effort be made to evaluate other career information sources superficially investigated in this study, (3) further studies be made to determine why VIEW materials are not used, and (4) in those schools where VIEW materials receive wide use, the "master-deck" be made available for reproduction. (Author/SN)

ED 072 218 VT 018 577

Education: U.S. Metric Study Interim Report.

National Bureau of Standards (DOC), Washington, D.C.

Report No.—NBS-SP-345-6

Pub Date Jul 71

Note—208p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0303-0858; \$1.75)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Change, *Educational Needs, Educational Planning, *Educational Responsibility, *Feasibility Studies, Government Publications, *Metric System, National Surveys, Resource Materials

Identifiers—National Metric Study Conference on Education

This interim report, as the sixth in a series was prepared to provide a better basis for Congressional evaluation of the feasibility of a United States changeover to a metric system. This study concerning the effects of increasing worldwide use of the metric system on education in the United States was carried out by the Education Development Center in Newton, Massachusetts. The aims of the study were to: (1) assess the educational advantages and disadvantages of both the metric and the customary systems of units, (2) determine the current usage of metric measures in U.S. schools and trends in that usage, (3) find the ways in which education would have to change as the U.S. accommodates to increased worldwide use of the metric system, under either a laissez-faire or a planned approach, and estimate the costs of the changes, and (4) make recommendations of ways in which to take best advantage of these changes. Methods of achieving curriculum changes needed in view of increasing metric usage are discussed. An appendix contains the program of the Education Conference held in October 1970 as one of a series of National Metric Study Conferences. The texts of the key papers presented at that conference by the National Education Association and the National Science Teachers Association are also appended. (Editor/AG)

ED 072 219 VT 018 579

Avril, Mary S.

PEAPOL (Program Evaluation at the Performance Objective Level) Outside Evaluation.

Fresno County Dept. of Education, Fresno, Calif. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 72

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, *Behavioral Objectives, Change Agents, *Computer Oriented Programs, Computer Programs, Cost Effectiveness, Educational Innovation, Educational Objectives, Pilot Projects, *Program Effectiveness, *Program Evaluation, School Shops, *Summative Evaluation, Systems Development

Identifiers—PEAPOL, Program Evaluation at Performance Objective Level

In evaluating this pilot project, which developed a computer system for assessing student progress and cost effectiveness as related to achievement of performance objectives, interviews were conducted with project participants, including project staff, school administrators, and the auto shop instructors. Project documents were reviewed and a brief questionnaire was used to obtain student opinions about their experiences with this man-machine system. The system will serve as a valuable change agent if the computer data is used to generate reports which can be acted upon by appropriate personnel. These reports are useful for pinpointing individual and class differences. Suggestions for fu-

ture applications follow summary statements about the program's success in achieving its objectives. This document is related to a technical manual and a nontechnical manual, available in this issue as VT 018 581 and VT 018 580, respectively. (AG)

ED 072 220 VT 018 580
PEAPOL I (Program Evaluation at the Performance Objective Level) User's Manual.

Fresno County Dept. of Education, Fresno, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Behavioral Objectives, *Computer Oriented Programs, Computer Programs, Cost Effectiveness, County Programs, Educational Accountability, Educational Innovation, *Manuals, *Program Descriptions, *Program Evaluation, Systems Approach, *Vocational Education

Identifiers—PEAPOL, Program Evaluation at Performance Objective Level

The purpose of this manual is to provide a non-technical description of the Fresno County system for program evaluation. Intended for the use of the school administrator, teacher, or researcher whose knowledge of electronic data processing is limited, this manual presents ways of using the system, the procedures required to support system operations, and the interpretations which should be given to reports generated by PEAPOL. Designed to allow vocational teachers and district administrators to closely monitor student progress and costs incurred in individual classrooms, this system generates reports by linking progress data to cost data at the performance objective level of instruction. Topics discussed include: (1) a summary of PEAPOL's capabilities and limitations, (2) a rationale, (3) its use in vocational education, (4) collecting and developing class data, (5) developing budget information, (6) changing the records, and (7) interpreting the program's output. Funded under the Vocational Education Act of 1968, this document is related to a technical user's manual and an evaluation, available in this issue as VT 018 581 and VT 018 579, respectively. (AG)

ED 072 221 VT 018 581
PEAPOL I (Program Evaluation at the Performance Objective Level) Technical Manual.

Fresno County Dept. of Education, Fresno, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1 Jul 72

Note—100p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Rating, Behavioral Objectives, *Computer Oriented Programs, Computer Programs, *Cost Effectiveness, Education, Educational Innovation, Flow Charts, *Manuals, *Program Evaluation, Systems Approach

Identifiers—PEAPOL, Program Evaluation at Performance Objective Level

This technical manual is intended for the use of those familiar with data processing who wish to understand the internal operations of the PEAPOL system (Program Evaluation at the Performance Objective Level). This automated system is described, including ten specific computer program descriptions with flow charts. Designed to allow vocational teachers and district administrators to closely monitor student progress and costs incurred in individual classrooms, this system generates a series of reports by linking progress data to cost data at the performance objective level of instruction. Operational procedures are discussed, noting these requirements for utilizing this system: (1) performance objectives with time allotments must be set up, (2) individualized instruction is necessary, (3) a time clock to record individual progress is needed, and (4) the school district must have access to a computer system programmed for this purpose. Funded under the Vocational Education Act of 1968, this document is related to a non-technical user's manual and an outside evaluation, available in this issue as VT 018 580 and VT 018 579, respectively. (AG)

ED 072 222 VT 018 584
Lewis, Charles E., And Others
College of the Albemarle: A Developmental Project in Occupational Education.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—College of the Albemarle, Elizabeth City, N.C.

Report No.—COE-2

Pub Date 70

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Vocational Education, *Developmental Programs, Disadvantaged Environment, *Economically Disadvantaged, Employment Problems, Foundation Programs, Geographic Regions, Improvement Programs, Participant Characteristics, Poverty Research, Program Descriptions, *Program Planning, *Regional Planning, Resource Materials, Socioeconomic Background, Tables (Data), Vocational Development

Identifiers—*College of the Albemarle, North Carolina

This report describes a developmental project in occupational education aimed at the unemployed, underemployed, and economically disadvantaged adults living in the 7-county northeastern North Carolina area served by The College of the Albemarle, one of 13 state community colleges. Partially funded by a foundation grant, this project included a comprehensive analysis of the Albemarle area in order to provide specific recommendations for implementing and executing new occupational education programs. Four sections of the report discuss project findings in these areas: (1) social and economic characteristics of the area and of potential vocational education students, (2) barriers to the full employment of the target population, (3) identification of clientele, and (4) recommended occupational education programs. A wide range of tables presents the data. (AG)

ED 072 223 VT 018 588
Evaluation of Vocational Education Projects, 1971-1972.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Sep 72

Note—133p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Planning, *Curriculum Development, Curriculum Enrichment, Educational Research, *Instructional Innovation, *Pilot Projects, Post Secondary Education, *Program Evaluation, Secondary Grades, Staff Improvement, Vocational Development, *Vocational Education

Identifiers—*Philadelphia

Contained in this publication are project descriptions and evaluative assessments made by a team selected to critically examine vocational education projects in operation during the 1971-72 school year. The projects were designed to attain one of these four basic goals: (1) Provide career development activities utilizing various models, (2) Develop vocational curriculums of an individualized nature, (3) Develop innovative techniques which serve to motivate students to enroll in school and take some steps toward a tentative career goal, and (4) Design and implement staff development activities. Since the innovative programs were continuations or expansions of previous years' activities or were projects which were late starting, total impact assessments were not made. However, there are plans for doing this during the 1972-73 interim period. (SN)

ED 072 224 VT 018 598
Trimpe, Adrian, Ed. Dannenberg, Raymond A., Ed.

A Seminar Report on Implementing Distributive Education Project Laboratories in High Schools and Area Vocational Centers.

Western Michigan Univ., Kalamazoo. Dept. of Distributive Education.

Spons Agency—Michigan State Dept. of Education, Lansing, Div. of Vocational Education.

Pub Date Jun 72

Note—258p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, *Distributive Education, Educational Equipment, Educational Facilities, Instructor Coordinators, Learning Laboratories, *Project Training Methods, Student Projects, *Teacher Seminars, Teaching Techniques, *Training Laboratories, Training Techniques

To help high school and area vocational center distributive education teacher-coordinators carry out methods of project-oriented and project laboratory instruction, Western Michigan University conducted three one-day seminars for 40 distributive educators. Presentations were: (1) "Implementation of Project Laboratories" by J.A. Daenzer, (2) "Preparing Instructional Objectives" by L.J. McKinley, (3) "Reading List for Project Method in D.E." by A. Lind, (4) "Project Implementation in D.E." by H.E. Samson, (5) "The D.E. Umbrella" by L.C. Crawford, (6) "Importance of the Resource Center in the Project Approach" by A. Trimpe, (7) "Physical Facilities and Equipment in the Project Laboratory" by H. Gelderloos, and (8) "The Relationship of MAP to the Project Plan of Instruction" by C. Coakley. Also included are examples of individual, small group, and class group projects, each consisting of: (1) a title, (2) objectives, (3) materials, equipment, and facilities, (4) pre-project preparation, (5) a step-by-step description, and (6) evaluation. (SB)

ED 072 225 VT 018 600
Creager, John A.

Sampling and Weighting Considerations for Management and Information System for Occupational Education.

Management and Information System for Occupational Education, Winchester, Mass.

Pub Date 31 Jul 72

Note—71p; Occasional Paper-10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Vocational Education, Cost Effectiveness, Economic Research, Educational Planning, *Management Information Systems, Man Machine Systems, *Operations Research, Post Secondary Education, Program Planning, *Sampling, Secondary Grades, Statistical Studies, *Systems Development, *Vocational Education

Identifiers—*Management Information System Occupational Educa, Massachusetts, MISOE

Guidelines for basic sampling and weighting procedures for Massachusetts' Management and Information System for Occupational Education (MISOE) are discussed, illustrating solutions relevant for systems development. Disproportionate, stratified random sampling within and across MISOE subsystems will be carried out, with a hierarchical stratification over specified control dimensions. These dimensions will be: (1) sectors and subsectors, (2) educational programs, (3) regions where feasible, (4) locales and school types, and (5) students. As the second of two papers prepared to delineate MISOE's design, these planning considerations are detailed separately for the secondary school sector, the post-secondary programs, and various adult vocational education and manpower programs. Separate weighting procedures may be required for economic and noneconomic data, due to their distinct roles in MISOE. Although the multidimensional distribution of students demands stratification control, the program size limits the amount of control possible. Numerous recommendations are included, noting needs for further development of various aspects of MISOE. Cost effectiveness data are appended for followup purposes. Related documents are available as VT 018 602, VT 018 606, VT 018 809, and VT 018 810 in this issue. (AG)

ED 072 226 VT 018 602
Management and Information System for Occupational Education. An Overview.

Management and Information System for Occupational Education, Winchester, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date [72]

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult -Vocational Education, Economic Research, Educational Accountability, Educational Coordination, Educational Planning, *Management Information Systems, Man Machine Systems, Post Secondary Education, Program Costs, *Program Descriptions, Resource Allocations, Secondary Grades, *Statewide Planning, *Systems Development, *Vocational Education

Identifiers—*Management Information System Occupational Educa, Massachusetts, MISOE

Massachusetts Management and Information System for Occupational Education (MISOE) is the prototype for a man machine information system for the statewide management of vocational education at the secondary, post-secondary, and adult levels. Intended to provide a rational process of resource allocation for vocational education as a competitive social service agency, MISOE contains both a static and a dynamic component. Static MISOE, composed of an interrelated census and sample data system which includes the stipulation of program costs and performance objectives for each local education agency in the state, is intended to be the basis for accountability for all of Massachusetts' vocational education programs. Various cost effectiveness analyses will be carried out for static MISOE, which will be integrated with existing Department of Education and Regional Board of Community College information systems. In the summer of 1973, dynamic MISOE, consisting of dynamic simulation and mathematical programming, will be developed. MISOE will be implemented statewide by Massachusetts' Division of Occupational Education during the 1973 school year, with the assistance of five local education agencies. Related documents are available in this issue as VT 018 600, VT 018 606, VT 018 809, and VT 018 810. (AG)

ED 072 227 VT 018 604
Comprehensive Career Education Models: Problems and Prospects.

Syracuse Univ. Research Corp., N.Y. Educational Policy Research Center.
Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.
Report No.—EPRC-M-SYR-71-3
Pub Date 15 Jun 71
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Educational Change, *Educational Policy, *Models, *Social Problems, Vocational Development, Vocational Education, Work Attitudes

The U.S. Office of Education (USOE) has developed the Comprehensive Career Education Models in response to certain perceived social problems. There is an enormous distance, however, between the perception of a social problem and the formulation of a policy or program. In this paper, social problems are examined from a different perspective than that of the USOE with the intent of helping further revisions of the models and in framing more reasonable expectations concerning the consequences of their implementation. Three problems that constitute the policy and programmatic context for the models are: (1) the perceived failure of the schools to provide people with marketable skills, (2) failure to transmit or develop habits, dispositions, or attitudes that make a good employee, and (3) alienation from the social employment system. Not every issue connected with these problems can be influenced by policy nor are all these problems educational or have their source in the educational system. Section I of the paper provides a discussion of the policy context while Sections II and III examine the ways in which the models deal with: (1) attitude toward work, jobs, and employment, (2) issues of tracking and comprehensiveness, (3) value of introducing time as a variable, and (4) the process of career development. (SB)

ED 072 228 VT 018 606
Creager, John A.

Noneconomic Analysis Considerations for Management and Information System for Occupational Education.

Management and Information System for Occupational Education, Winchester, Mass.
Pub Date 15 Jun 72

Note—136p.; Occasional Paper-7

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Algorithms, Design Preferences, Economic Research, Educational Planning, Information Retrieval, *Management Information Systems, Man Machine Systems, *Mathematical Models, *Operations Research, Simulation, *Statistical Analysis, Systems Development, *Vocational Education

Identifiers—*Management Information System Occupational Educa, Massachusetts, MISOE

As the first of two papers delineating the design of Massachusetts' Management and Information System for Occupational Education (MIS-

OE), these specific dimensions of MISOE structure and function are considered: (1) the distinction between economic and noneconomic analysis, (2) distinctions among census, sample, and other data, (3) the distinction between descriptive and simulational analysis, and (4) functional levels, management levels, and management scope. Information retrieval and analysis for MISOE necessitates: (1) translation of inquiries into analytic hypotheses, (2) the selection of pertinent MISOE subsystems, data types and levels, analytical operations, and models, (3) performing the analyses and interpreting their results, and (4) reporting the results to the inquiry source. Discussions of general analysis requirements and considerations precede the detailing of specific analytical models and algorithms for MISOE, such as multiple linear regression and factor analysis. Dynamic simulation, linear programming, and nonlinear programming models are discussed, in addition to specific noneconomic analysis factors to consider within and among MISOE's subsystems of static space. Technical reports on MISOE's research methodology are appended. Related documents are available in this issue as VT 018 600, VT 018 602, VT 018 809, and VT 018 810. (AG)

ED 072 229 VT 018 673
A History of Manpower Development Training in Tennessee, 1962-1969.

Tennessee State Board for Vocational Education, Nashville, Manpower Development Training.
Pub Date [69]

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Federal Legislation, Historical Reviews, *Job Training, *Manpower Development, *State Programs, *Vocational Training Centers

Identifiers—Manpower Development and Training Act, *Tennessee

This brief history of the Tennessee Manpower Development Training Program for the years 1962-1969 presents information about the enabling legislation, project planning, training programs, staff, and monies expended. Training projects, staff profiles, and equipment and facilities used are provided to help document the background and development of the Tennessee program. Program evaluation indicates that the goal of employability was reached, especially as the majority of trainees entered training-related employment. (MF)

ED 072 230 VT 018 675
The Public Employment Program: An Evaluation by the National Urban Coalition.

National Urban Coalition, Washington, D.C.

Pub Date Sep 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Groups, Economically Disadvantaged, Employment Opportunities, *Employment Programs, Employment Services, *Federal Legislation, *Job Development, Manpower Development, *Program Evaluation, Public Policy, *Unemployed

Identifiers—*Emergency Employment Act of 1971

The National Urban Coalition conducted this evaluation to determine the manner in which the provisions of the Emergency Employment Act of 1971 have been carried out, the problems raised by legislative and administrative guidelines, and the difficulties experienced in implementing projects locally. Some major findings were: (1) The Labor Department ruled that otherwise eligible applicants with populations of less than 75,000 were ineligible to receive funds, although Congress had set no population limit. (2) Characteristics of the enrollees did not seem to match characteristics of the unemployed (e.g., while 52 percent of the poor had an eighth grade education or less, only 7 percent of the enrollees had an eighth grade education or less). (3) Congress did not provide adequate funds to cover the cost of training and supportive services under Section 5 of the Act, (4) Most of the cities, counties, and states surveyed had not started to implement the objectives of modernizing outdated Civil Service practices, to bring the sponsor into compliance with U. S. Civil Service Commission Guidelines specifically developed for the program, and (5) Program agents did not employ many of the specified target groups—youth, older workers, or those having particular difficulty finding jobs in the high unemployment market. (SB)

ED 072 231

VT 018 676

Peterson, Dale F., Comp. Kerr, Elizabeth E., Comp.

National Invitational Conference to Promote Collaborative Efforts for Health Manpower Preparation and Utilization (Chicago, Ill., May 1-3, 1972). Summary Report.

American Vocational Association, Washington, D.C. Health Occupations Education Div.; National Health Council, New York, N.Y.

Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Data Bases, Data Collection, Educational Programs, Health Occupations, *Health Occupations Education, Health Personnel, Leadership, *Manpower Development, *Manpower Utilization, Occupational Information

A total of 46 participants representing 35 associations and agencies attended a 3-day national conference designed to provide a working forum to explore issues, roles, and means whereby national organizations and agencies with an interest in the preparation and utilization of health manpower could enhance their effectiveness through collaborative efforts. During small group sessions, participants were to: (1) identify existing situations of concern in the areas of politics and power, manpower data, role definitions, and preparation-utilization, (2) make recommendations for dealing with each situation, and (3) suggest actions for implementing recommendations. Some recommendations were: (1) Remove the U.S. Public Health Service from the Department of Health, Education, and Welfare to insure more effective leadership, (2) Establish a central data agency to permit more reliable and current collection and dissemination of health manpower data, (3) Develop national minimal performance-based standards for the health fields, and (4) Provide exploratory opportunities and information for individuals contemplating careers in the health field so that their career decisions can be based on adequate information and experiences. (SB)

ED 072 232 VT 018 677
Proceedings: Research and Exemplary Coordinating Conference (Harrisburg, Pa., August 28-30, 1972).

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Office of Education (DHEW), Philadelphia, Pa. Regional Office 3.

Pub Date 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, *Conference Reports, *Developmental Programs, Regional Programs, *Research Coordinating Units, Research Projects, State Federal Aid, *State Programs, Vocational Education

This document contains the major speeches and other material from the Vocational Research and Exemplary Program Coordinating Conference held in Harrisburg, Pennsylvania in August 1972. The conference objectives were to: (1) provide a forum for reporting progress in vocational education exemplary projects in Region III (Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia), (2) share research in career education programs, (3) hear additional administrative information on the funded projects from Office of Education representatives, and (4) give an overview of the current research and programs in relation to the national career education effort. Included are the conference program, discussion topics, state projects and directors, and conference participants and staff. (MF)

ED 072 233

VT 018 678

Comer, Roger A. Lahne, Herbert J.
Admission and Apprenticeship in the Building Trades Unions.

Labor-Management Services Administration (DOL), Washington, D.C. Office of Labor-Management Policy Development.

Pub Date Apr 71

Note—108p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Catalog No. L 1.2:B86/2, \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Admission Criteria, *Apprenticeships, *Building Trades, Civil Rights, Court

Litigation, Employment Opportunities, Equal Opportunities (Jobs), *Labor Unions, *Minority Groups, Skilled Labor

Concerned with the problems of low representation of minority groups in the craft unions in the building trades, this study examined the journeymen admission policies of 17 national craft unions and 98 local affiliates as provided in their national and local constitutions and in their national and local apprenticeship standards under the program of the Bureau of Apprenticeship and Training. Several court cases which have dealt with this problem under Title VII of the Civil Rights Act of 1964 have also been analyzed. Some conclusions were: (1) National unions appear to exercise a great deal of constitutional control over local union practice as far as qualifications for admission as a journeyman are concerned, (2) The union constitutions, both national and local, provide very little information on qualifications for apprenticeships, (3) Local unions have more autonomy in establishing their apprenticeship requirements than they do in establishing the qualifications for journeyman membership, and (4) The Federal Courts have set aside admission and apprenticeship requirements which have been discriminatory and have decreed that all such requirements must be objective in character and nondiscriminatory. A listing of the unions and tables containing comparative data on admission requirements are appended. (SB)

ED 072 234 VT 018 679

Shields, F. K. And Others

Engineering Related Technology: A Laboratory and Curriculum Design for the Newly Emerging Technology of Pollution-Corrosion Measurement and Control. Final Report.

Admiral Peary Area Vocational-Technical School, Ebensburg, Pa.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—P-19-1021

Pub Date Jun 72

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Education, Career Education, *Curriculum Design, Curriculum Development, Educational Needs, *Engineering Technology, *Environmental Education, *Pollution, Post Secondary Education, Program Development, Project Training Methods, Resource Materials, Secondary Grades, Vocational Development, Vocational Education, *Vocational High Schools

Identifiers—*Environmental Control Technology

In order to meet the educational needs for a separate curriculum at the secondary level for technological training related to pollution and corrosion measurement and control, a 3-year, 1080-hour vocational program was developed for use in an area vocational high school. As one of four programs in the technology careers area, this curriculum design has been developed around local needs, as determined by a survey of business and industry. Funded by Pennsylvania's Research Coordinating Unit, the curriculum development project specified a wide range of instructional materials for a tentative course outline, under the title of "Environmental Control Technology." This report consists of a summary of activities undertaken during the development of these materials, intended for use in a 2-hour laboratory or shop program with a 1-hour physics or mathematics academic course. The curriculum outline, together with resource materials, are appended. (Author/AG)

ED 072 235 VT 018 680

Research in Developing a Program in Basic Vocational Studies. Final Report.

Brooke County Board of Education, Wellsburg, W. Va.

Spons Agency—West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.

Report No.—WVa-71-R-20

Pub Date Sep 72

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—County Programs, *Curriculum Guides, Developmental Programs, Educational Objectives, Educational Responsibility, Goal Orientation, *Handicapped Students, High School Curriculum, Post Secondary Education,

Program Coordination, *Program Development, Remedial Programs, Research Utilization, *Skill Development, Vocational Development, *Vocational Education

Identifiers—*Brooke County, West Virginia

This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematics skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. Inservice training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project. (AG)

ED 072 236 VT 018 681

A Cooperative Developmental Workshop for Career Education in Lancaster County. Final Report.

Eastern Lancaster County School District, New Holland, Pa.; Ephrata Area School District, Pa.; Lancaster County Vocational-Technical Schools, Pa.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Jul 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Education, *Career Education, *Cooperative Planning, Counselor Training, *Developmental Programs, Educational Objectives, Goal Orientation, Group Activities, Human Resources, Inservice Programs, Models, *Regional Planning, Resource Materials, Teacher Education, Vocational Development, *Workshops

Identifiers—*Lancaster County, Pennsylvania

This cooperative developmental workshop for teachers, counselors, and administrators was intended to build an understanding of and commitment to career education by working in small groups to develop career education units for demonstration to the group as a whole. Lectures, discussion sessions, demonstrations, and work-team sessions focused on the following themes: (1) an age-graded career development model, (2) a continuum of career development theories, (3) the Comprehensive Career Education Model, (4) the Hackensack career education program, (5) the four Pennsylvania approaches, (6) self-awareness activities, (7) vocational education, and (8) industrial arts. Teaching techniques such as field trips, photography, role-playing, visual aids, simulations, games, and case studies were emphasized for the construction of career education units and district program planning, using the workshop as a change agent. Extensive workshop materials are presented, including sample units and evaluation results. (AG)

ED 072 237 VT 018 682

Nagle, Alma Doris

The Status of Future Business Leaders of America Chapter Activities in the State of Pennsylvania—1967-1970.

Pub Date Aug 71

Note—87p.; M.Ed. Thesis, Indiana University of Pennsylvania

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Cocurricular Activities, *Program Effectiveness, *Student Organizations, *Youth Clubs

Identifiers—FBLA, *Future Business Leaders of America, Pennsylvania

To determine the status of the Future Business Leaders of America (FBLA) and the variety of activities that are carried on in the FBLA clubs which make up the Pennsylvania Chapter, questionnaires were sent to each chapter in the state, and interviews were held with one adviser and one student from each of the 16 regions in the state. Usable returns from 75 student representatives and 109 advisors plus the interview data revealed that: (1) More than half the

chapters were located in schools with enrollments of 250-270 students; (2) Approximately 25 percent of the chapters used some listing or guide in planning program activities; (3) In addition to the requirement that students be enrolled in at least one business subject, several chapters also required that the student also be a business major and have a certain grade point average; (4) Activities carried out by the clubs included fund-raising, school service projects, and community service projects; and (5) It was generally believed that local school districts did not provide much assistance to the local clubs. Several recommendations are included. (SB)

ED 072 238 VT 018 683

Development of a Research Instrument Which Can Assess the Occupational and Educational Status of Former Occupational Enrollees of North Carolina Community Colleges and Technical Institutes. Occupational Education Research Project Final Report.

Guilford Technical Inst., Jamestown, N.C.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 72

Note—83p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Followup Studies, Graduate Surveys, Post Secondary Education, Questionnaires, *Research Methodology, *Technical Institutes, Vocational Education, *Vocational Followup

Identifiers—*North Carolina

This project was conducted to assess the condition of followup studies throughout the state and to develop an instrument for gathering data relative to the employment and educational status of former students of the community colleges and technical institutes in the North Carolina system. Data-gathering instruments and existing data from the colleges and institutes were examined to determine existing commonalities and central issues. On the basis of this examination, a followup instrument was developed and pilot tested with a sample of 210 former students, which included non-degree, degree, diploma, and certificate students. Data from the pilot study were analyzed, and as a result of the analysis, modifications were made in several questions. It was concluded that the revised instrument accurately reflects the concerns of North Carolina's community colleges and technical institutes and will provide data both for institutional self study and for central long-range planning. The instrument and several project materials are appended. (SB)

ED 072 239 VT 018 684

Townsend, Frank C.

An Experiment in Attitude Modification of Selected Students Enrolled in the One-Year Vocational and Two-Year Technical Programs at Southeastern Community College, Whiteville, North Carolina. Occupational Education Research Project Final Report.

Southeastern Community Coll., Whiteville, N.C.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; Office of Education (DHEW), Washington, D.C.

Pub Date 31 Aug 72

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Associate Degrees, *Changing Attitudes, Community Colleges, Educational Research, *Human Relations, Junior Colleges, *Post Secondary Education, Semantic Differential, *Student Attitudes, *Teaching Methods, Teaching Techniques, Vocational Education, Work Attitudes

Identifiers—*North Carolina

This experiment in attitude modification was undertaken at a community college to: (1) develop a systematic procedure for assessing student attitudes, (2) determine if human relations courses had any effect on student attitudes, and (3) determine if the semantic differential was an effective tool for measuring student attitudes. Full-time students enrolled in the 1-year vocational programs and the first year students of the 2-year associate degree programs were taught in one of four conditions: (1) teacher-directed human relations course, (2) student-oriented course, (3) group counseling course, and (4) traditional course. Pre-and post-assessment using

Osgood's semantic differential scale revealed that: (1) Student attitudes underwent a statistically significant positive change on the activity factor for three of the concepts being tested, each of which was relevant to the world of work, (2) None of the concepts received positive attitude changes for both sexes in all the sections, (3) Males in each section reacted positively to all three concepts, with males in the student-oriented section showing the greatest degree of positive attitude modification, and (4) The teacher-directed section was the only one in which all the females indicated a positive attitude change. (SB)

ED 072 240 VT 018 685

Arizona Basic Economic and Manpower Data.
Phoenix.
Pub Date Sep 72

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*County Programs, Economic Development, Economics, Employment Opportunities, *Employment Statistics, Employment Trends, Geography, Human Development, Human Resources, Labor Economics, Manpower Development, Manpower Needs, *Manpower Utilization, Maps, *Program Descriptions, *Socioeconomic Background, Statistical Data, Vocational Development

Identifiers—*Arizona, Labor Force Participation

As the continuation of the "Arizona Basic Economic Data" series, published since 1949, this 1972 state publication provides a descriptive narration of county economic trends and basic information for economic and human resource planning and development in each of Arizona's 14 counties. This document is intended for use of prospective employers, job seekers, and groups providing manpower services as a tool in assessing the comparative advantages of Arizona and its counties. For each of the 14 counties, the following factors are briefly presented: (1) geographic description, (2) economic Background, (3) economic outlook, (4) manpower setting, including population, (5) manpower requirements, (6) manpower problems, (7) manpower programs in operation, and (8) education and training opportunities. County maps and extensive statistical data are provided, dealing with economic indicators, employment by occupation, population distribution, and other aspects relating to manpower development. Annual averages by county for labor force participation are presented by means of three appended tables, one each for the years 1969, 1970, and 1971. (AG)

ED 072 241 VT 018 687

Miller, David H., Comp.

Guide to State Information Resources.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Output Microfilm, Computer Storage Devices, *Information Dissemination, *Information Services, *Information Sources, Library Reference Services, Library Services, Microfiche, Reprography, Research Coordinating Units, *State Agencies, State Departments of Education

In order to determine the information services provided by state information agencies, a telephone survey was conducted with representatives from 50 state agencies, Washington, D.C., and Puerto Rico. The survey solicited data regarding: (1) the comprehensiveness of each agency's Educational Resources Information Center (ERIC) microfiche collection, (2) whether or not manual and/or computer searches of the ERIC document base were provided, (3) the availability of microfiche readers and related equipment, (4) accessibility to the public of each agency's library collection, and (5) availability of ERIC microfiche and hard copy reproduction. Included in this compilation are the results of the survey, along with information profiles containing a listing by state of microfiche collection locations, computer software installations, and the names and address of the directors and service provided by selected state information dissemination agencies. (SB)

ED 072 242

Proceedings of the California Conference on Consumer Education (1st, Sacramento, California, March 3, 1972).

Spons Agency—California State Dept. of Consumer Affairs, Sacramento.; California State Dept. of Education, Sacramento.

Pub Date 3 Mar 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Consumer Economics, *Consumer Education, *Decision Making Skills, *Educational Needs, Educational Programs, Interdisciplinary Approach

Over 900 persons representing consumer organizations, governmental agencies, businesses, educational agencies, and the general public attended a 1-day consumer education conference. Included in this publication is a summary of activities which included major presentations, a panel discussion, and small group sessions in which specific consumer education and program needs were identified and steps were outlined for accomplishing these needs. From the group sessions, a consensus developed that too many consumers are at an increasing disadvantage in the marketplace due to the rising numbers of products and services available. Many expressed the conviction that business and government have a responsibility to the consumer which is not being fulfilled. It was generally agreed that effort must be directed toward both young people and adults, but that a long-term solution will be realized only when the young, the future consumers, were successfully adapting to the marketplace. In terms of incorporating consumer education in the educational system, opinion leaned heavily toward consumer education as an interdisciplinary subject. Participants felt strongly that consumer education must entail more than "buyman-ship." It should also include explanations of the products by the businesses producing them. (SB)

ED 072 243

Blackwell, F. W. And Others

Performance Rewards for Services to the Employable Poor: A Proposed Incentive Pay System for California Job Agents.

Rand Corp., Santa Monica, Calif.

Spons Agency—California State Dept. of Human Resources Development, Sacramento.

Pub Date Jun 72

Note—111p.

Available from—The Rand Corp., 1700 Main Street, Santa Monica, California 90406 (Catalog No. R-1028-HRD, \$4.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Disadvantaged Groups, Employment Counselors, Employment Opportunities, Employment Programs, *Employment Services, Improvement Programs, *Incentive Systems, *Job Placement, *Merit Pay, *Merit Rating Programs, Motivation, State Programs, Unemployed

Identifiers—*Job Agents

This report presents the rationale, methodology, findings, and conclusions of a state-initiated program to assist disadvantaged persons in finding and maintaining stable jobs. Conducted under the direction of the California State Department of Human Resources Development (HRD), this incentive-based system utilizes job agents who are rewarded according to improvements in client's earnings brought about by their services. Further, incentive pay points are received by the job agent at the time clients are placed and again one year after placement. The number of pay points will depend on the extent to which the job agent exceeds the original goals established for the client. In addition to the incentive feature, the system also provides management with the means for making inferential judgements of what attributes successful job agents possess. The methodology used to develop the incentive pay system can be used to evaluate the effectiveness of a variety of manpower programs. (Author/SN)

ED 072 244

Green, Charles

Strength of Materials—Machinists.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Jul 71

Note—252p.

VT 018 688

Available from—New Jersey Voc-Tech Curriculum Lab., Rutgers University, Building 4103, Kilmer Campus, New Brunswick, N.J. 08903 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Achievement Tests, Glossaries, Industrial Arts, *Manuals, Manufacturing, *Metals, Questioning Techniques, Resource Materials, Secondary Grades, *Shop Curriculum, *Textbooks, *Trade and Industrial Education, Visual Aids, Vocational Development, Vocational Education

Identifiers—Beginning Competence, *New Jersey

Intended for use in a 1-year curriculum in an area vocational high school, this student manual for machine shop work with industrial metals contains 17 instructional units, each with a behavioral objective, related information, shop procedures, equipment and materials lists, and student worksheets. Developed by a regional group of teachers and supervisors and tested in four vocational schools, this text was prepared by the chairman of the drafting department at an area vocational high school. A course rationale, supplies list, a glossary, reference lists, and student achievement tests are included. Working diagrams and other visual aids illustrate the text. (AG)

ED 072 245

Wasserman, Edward

The Related Science of Cosmetology.

Bergen County Vocational-Technical High School, Hackensack, N.J.; New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Aug 72

Note—145p.

Available from—N. J. Voc-Tech Curriculum Lab., Rutgers University, Bldg. 4103, Kilmer Campus, New Brunswick, N. J. 08903 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cosmetology, Glossaries, Goal Orientation, High School Curriculum, Human Services, Learning Activities, Prevocational Education, Review (Reexamination), *Science Instruction, *State Curriculum Guides, *Trade and Industrial Education, Visual Aids, Vocational Development, *Vocational High Schools

Identifiers—*New Jersey

Intended as an instructional guide for the use of a science teacher or beauty culture shop teacher in teaching the scientific aspects in a 1-year prevocational cosmetology program at area vocational high schools, this state curriculum guide was developed by a committee of vocational instructors and field tested in three vocational schools. An introductory course rationale precedes 11 topical units, which focus on the following areas: (1) hygiene and sanitation, (2) microscopic organisms, (3) the human body, (4) the skin, (5) the hair and scalp, (6) the nail, (7) the chemistry of hair products, (8) chemistry of tints and bleaches, (9) chemistry of cosmetics, (10) electricity in the salon, and (11) light in the salon. Important teaching points are summarized, review questions are presented, and learning activities are given for each of the 11 instructional units. Glossaries, reading materials, and numerous line diagrams enrich the text. (AG)

ED 072 246

Scientific Glassblowing Technology: A Suggested

Two-Year Post High School Curriculum.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.; Salem County Technical Inst., Penns Grove, N.J.

Pub Date Jan 72

Note—108p.

Available from—N. J. Voc-Tech Curriculum Lab., Rutgers University, Building 4103, Kilmer Campus, New Brunswick, N. J. 08903 (\$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Chemical Technicians, *Course Descriptions, *Curriculum Guides, *Glass, Job Skills, Job Training, Manufacturing, Post Secondary Education, Program Planning, Project Training Methods, Resource Materials, Skill Development, *Technical Education, Technical Occupations, *Technology, Trade and Industrial Education, Training Objectives, Vocational Development

This curriculum guide, designed as an aid in planning and developing a 2-year post-secondary curriculum in scientific glass technology, provides guidelines for the use of administrators, supervisors, and teachers. Developed by a regional group of faculty and staff at a technical institute, this suggested curriculum outline would also be applicable for a part-time program for employed adults. A program rationale, resource lists, and descriptions of laboratory experiments are included. General program development considerations are detailed, emphasizing the role of library facilities and the use of equipment characteristic of scientific glassblowing technology. Course descriptions for four semesters of 15 class hours and 15 lab hours each are presented, grouped into the following categories: (1) technical courses, (2) mathematics and science courses, (3) auxiliary or supporting technical courses, and (4) general courses. Based upon the experience of educators and industrialists with experience in scientific glassblowing technology, this guide should prove valuable for developing similar programs to meet local and national manpower needs in this field. (AG)

ED 072 247 VT 018 700
Workman, Glenn O.

A Follow-Up Study of the 1962-1966 James Wood High School Industrial Cooperative Training Program.

Pub Date Dec 69
Note—74p.; M.S. Thesis, Virginia Polytechnic Inst., Blacksburg

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Education, Educational Research, Employment, Employment Patterns, *Followup Studies, *Graduate Surveys, *Occupational Mobility, Occupational Surveys, Persistence, Program Effectiveness, Program Evaluation, *Vocational Education Identifiers—James Wood High School

In this descriptive followup study, which was designed to determine the relationship of test scores and training-related variables to occupational persistence, questionnaires were mailed to 80 former students and personnel folders from the training program were examined. A multiple regression and correlation analysis was used to analyze the relationship of occupational persistence and: (1) test scores from the Kuder Interest Test, the Differential Aptitude Test, and the General Aptitude Test Battery, (2) students' employer ratings, (3) daily work reports, and (4) classroom study records. A significant result of this study was that 73 percent of the civilian graduates were working in related occupations 3 to 6 years following graduation. The correlations of the test scores and training related variables to the criterion variable (occupational persistence) were low, and the relatively small amount of variance in the criterion did not imply precise relationships. However, this study seems to indicate that it may be possible to describe certain characteristics of industrial cooperative students and their training that are related to occupational persistence. (Author/SB)

ED 072 248 VT 018 730
Anderson, Grady L. Riordan, Richard J.

Georgia Guidebook: Job Placement Services.

Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.

Pub Date 71

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, Bibliographies, Community Involvement, *Employment Services, Instructor Coordinators, *Job Placement, *Leaders Guides, Occupational Guidance, *Program Development, Resource Materials, State Programs, Student Testing, Summative Evaluation, Vocational Development, *Vocational Education Identifiers—*Georgia

Intended for potential and current job placement coordinators, this guidebook describes Georgia's placement service activities in the following five areas: (1) organization of a placement service, (2) developmental activities, (3) testing, (4) individual and group work activities, and (5) followup evaluation and research. The test's introductory rationale makes the assumption that job placement, as a key school service, should provide comprehensive efforts related to vocational preparation both at the elementary and secondary levels. Resource materials and a

bibliography are appended. This leader's guide was funded by means of a state grant. (AG)

ED 072 249 VT 018 731
McKnight, A. James. Hundt, Alan G.

Driver Education Task Analysis: Instructional Objectives. HumRRO Safety Series.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Highway Traffic Safety Administration (DOT), Washington, D. C.

Pub Date Mar 71

Note—313p.

Available from—Human Resources Research Organization (HumRRO), 330 North Washington St., Alexandria, Virginia 22314 (\$10.00)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Answer Keys, *Behavioral Objectives, *Driver Education, *Educational Objectives, Motor Vehicles, Performance Tests, Student Behavior, *Task Analysis, *Traffic Safety, Transportation, Vehicular Traffic

Developed from a systematic analysis of driving behaviors, this publication contains a set of instructional objectives for driver education courses and a series of tests designed to measure the degree to which the instructional objectives have been met by students. Part 1 provides a description of objectives for 74 learning units, including such topics as: (1) Starting, (2) Downshifting, (3) Freeway Driving, (4) Being Passed, (5) Traffic Circles, and (6) Night Driving. Each unit contains: (1) overall purpose, (2) performance objectives listed according to degree of criticality, and (3) description of the knowledges and skills needed by the student in order to meet the performance objectives. Part 2 describes and provides driver performance and knowledge tests and answer keys. (SB)

ED 072 250 VT 018 733
Alexander, Arthur J.

Income, Experience, and the Structure of Internal Labor Markets.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Jan 72

Note—27p.

Available from—The Rand Corp., 1700 Main Street, Santa Monica, California 90406 (Catalog No. P-4757, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Experience, Employment Patterns, Employment Statistics, *Industrial Structure, Industrial Training, *Labor Market, *Occupational Mobility, Participant Characteristics, Predictor Variables, Taxonomy, Wages, Work Experience

This paper examines the relationships between the structure of internal labor markets and the mobility, experience, and income of workers. The author discusses the taxonomy of the markets and the predicted differential impact of experience. Internal labor markets are classified according to the assumption that structure is related to mobility. In manorial structure, vertical stratification and ports of entry imply that a worker is likely to remain with the firm. In guild structures, which are usually highly unionized, horizontal movement between firms is expected to be high. The open market is unstructured and competitive. Manorial firms provide training specific to the firm. Guild structures usually employ skilled craftsmen whose skills are related to the industry rather than the firm. The unstructured market is characterized by the absence of skills and investment in the employee. Data used in this study were derived from the Social Security Administration work history file. Equations and graphs were constructed to display the results of the study. (MF)

ED 072 251 VT 018 734
Greenberg, David H.

Estimating the Supply Population for Public Employment Programs.

Rand Corp., Santa Monica, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 72

Note—49p.

Available from—The Rand Corp., 1700 Main Street, Santa Monica, California 90406 (Catalog No. P-4780, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, Employment Programs, *Government Employees, Job Applicants, *Job Market, Labor Economics, *Labor Supply, *Manpower Needs, Mathematical Models, Predictive Measurement, Public Policy, Research Methodology, Wages, Working Hours

This paper presents a model of how the supply of applicants for public employment programs may be determined, with the information necessary to incorporate the model factors into simulation of such programs. The methodology used to estimate the size and composition of the supply population for public employment programs—how many persons would have preferred public employment had that option been available to them—is outlined. The availability of jobs in a given public employment program, as well as the potential labor supply, is considered. The supply of applicants is positively related to wage differences but negatively related to differences in hours. Changes in public policy both in and out of the manpower area may also influence the supply of applicants. The methodology employed in this research is sufficiently flexible for adoption to various program characteristics. (MF)

ED 072 252 VT 018 735
Cook, Alvin A., Jr.

Occupational Choice, The Draft, and the Excess Supply of Air Force Volunteers.

Rand Corp., Santa Monica, Calif.

Pub Date Nov 71

Note—46p.

Available from—The Rand Corp., 1700 Main Street, Santa Monica, California 90406 (Catalog No. P-4606-1, \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Armed Forces, Labor Economics, Labor Market, *Labor Supply, Manpower Development, Manpower Needs, Manpower Utilization, *Mathematical Models, Military Service, *Occupational Choice, Personnel Selection, Predictor Variables, Tables (Data), Vocational Development, *Volunteers

Identifiers—*Air Force

A mathematical model was developed of military enlistment behavior based on the principle of occupational choice. A quality adjustment, applicable to all labor markets, was incorporated into the model in estimating the supply of volunteers. It was assumed that the greater the excess supply of volunteers, the greater the average quality of recruits. The adjusted supply curve took into account variations in the average quality of those who enlisted in the Air Force as a correction for unobserved variations in the excess supply. The increasing elasticity of supply with regard to the military-civilian earning ratio indicates that the universal military pay increases enacted by Congress will provide for an adequate supply of Air Force volunteers. Direct estimation of a supply curve on the observed values for employment by excluding a quality adjustment, when in fact excess supply exists, leads to an underestimation of the true elasticity of supply. Five tables present the data. (Author/AG)

ED 072 253 VT 018 736
Occupational Education Salvage: The Identification, Location, and Personal Guidance of Disadvantaged Students in Moore and Hoke Counties.

Occupational Education Research Project Final Report.

Sandhills Community Coll., Southern Pines, N.C.

Spons Agency—North Carolina Research Coordinating Unit in Occupational Education, Raleigh.; Office of Education (DHEW), Washington, D.C.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Counseling Services, *Disadvantaged Youth, Dropouts, Educational Counseling, Educational Disadvantage, *Educational Programs, Guidance Services, High School Graduates, Low Income Groups, Pilot Projects, Post High School Guidance, Post Secondary Education, *Projects, *Rural Youth, Secondary Grades Identifiers—Hoke County, Moore County, North Carolina

Summarized are the accomplishments of project personnel determined to broaden the educational realm of rural youths from low income families in Moore and Hoke counties so as to alleviate some of the prevalent poverty and unem-

ployment experienced by the disadvantaged in the area. Two adult and two student counselors who were chosen for their competency, leadership ability, and socioeconomic backgrounds similar to the students, helped project personnel identify those youths who had recently dropped out of high school and those not planning to pursue their education further. Through effective counseling and guidance, counselors encouraged these youths to enroll in a community college program. A total of 682 students were identified as a target population and 46 were contacted. Twenty-four of the 46 students enrolled in the college, 11 to work toward completion of a high school diploma, and 13 in an occupational field. Financial aid was given to the students registered in regular college programs and commitments made to the others upon completion of the GED. Conclusions and recommendations are included. (SN)

ED 072 254 VT 018 737
Igl, David H.

Project to Determine the Use of Media Resources in Vocational-Technical and Adult Education. Final Report.

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Report No.—19-019-151-222-B

Pub Date Aug 72

Note—172p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Education, *Audiovisual Instruction, Educational Technology, *Inservice Teacher Education, Instructional Design, *Instructional Media, *Instructional Technology, Media Selection, Multimedia Instruction, Program Evaluation, Surveys, Teacher Attitudes, *Teacher Workshops, Vocational Education
Identifiers—*Wisconsin

To increase media utilization in Wisconsin's vocational-technical education districts, a study was made to determine factors that impede or enhance the use of media and a program was set up to implement the study findings. Following a literature review and surveys of educators, an inservice workshop was developed to teach applications of instructional technology in vocational-technical education and to motivate teachers to use the technology. Attitudes of participants before and after the workshop were tested, with more positive attitudes being evidenced after the workshop. As a result of the media utilization survey and the instructional technology inservice workshop, it was concluded that: (1) the existing audiovisual service programs in the Wisconsin vocational-technical system have been successful in acquainting teachers with the more common types of media but have not developed teacher competence in planning the optimum use of instructional media, and (2) inservice teacher training can be used successfully on the vocational-technical school level in Wisconsin, and the attitude of teachers toward instructional technology can be improved through inservice workshops. Forms used in the study project, data collected from the survey, and other materials are appended. (MF)

ED 072 255 VT 018 738
Administrative Guidelines for Securing Assistance in the Dissemination of Project Materials Arising from Contractual Agreements.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Report No.—Bull-37-972

Pub Date [72]

Note—27p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Administrator Guides, Board of Education Policy, Contracts, Copyrights, *Diffusion, *Information Dissemination, *Instructional Materials, Marketing, *Media Selection, *Publications, Publishing Industry, Resource Materials, Vocational Education
Identifiers—*Illinois

This publication presents the four steps required for distribution of recorded products arising out of special contracts with the Illinois Division of Vocational and Technical Education. The steps are: request for product dissemination,

publisher search and alert stage, evaluation and reappraisal stage, and contractual agreement stage. The procedures to be followed by applicants requesting State assistance in the dissemination of project products were designed to encourage the transfer of information to insure that educational materials developed with public funds will reach potential users. The Office of Education Copyright Policy adopted by Illinois provides for publication and copyright of materials developed under contract and a share in any royalties for both grantors and grantees. Sample forms are appended. (MF)

ED 072 256 VT 018 739
Dunn, James A. And Others

Individualization of Education in Career Education. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—AIR-28600-6-72

Pub Date Jun 72

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Career Planning, Curriculum Design, Data Bases, Decision Making, Educational Objectives, Goal Orientation, Individual Development, *Individualized Instruction, *Information Systems, Instructional Materials, *Program Development, Student Ability, Student Development, Student Interests, Teaching Procedures
Individualization of education has been variously defined, from fairly narrow and circumscribed to fairly extensive and comprehensive definitions. The development of a comprehensive procedure for the individualization of education involves consideration of such factors as family/personal, instructional systems, data access, and decision rule factors. In order to be effective, a comprehensive empirically-oriented system for individualized career education must have such attributes as: (1) a cross-indexed set of instructional resources, (2) the identification of the individual student's long-range goals, (3) a bank of data with regard to the individual, his interests, and abilities, (4) a specification of state and local school system requirements, (5) an information system to provide for the confluence of these data, and (6) a set of decision rules whereby educational planning can be effected. Included in this publication are chapters providing: (1) definitions of individualization of education, (2) descriptions of early and contemporary efforts at individualization, and (3) discussions of the attributes of a successful individualized career education program. (SB)

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ED 072 257 VT 018 740
Dunn, James A. And Others

Feasibility of Guidance, Counseling, and Pupil Personnel Services in Employer-Based Career Education. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Far West Lab. for Educational Research and Development, Berkeley, Calif.

Report No.—AIR-28500-Jun-72

Pub Date Jun 72

Note—116p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Developmental Programs, Educational Needs, Employment Services, *Feasibility Studies, Guidance Counseling, Guidance Functions, *Guidance Services, Models, *Occupational Guidance, *Program Planning, Special Services, Student Problems, Work Experience Programs
Identifiers—*Employer-Based Career Education

The purpose of this study is to explore the importance and the feasibility of providing guidance, counseling, and other pupil personnel services in experimental Employer-Based Career Education programs, as part of a larger set of studies useful for those who will plan or operate such programs. The five chapters cover: (1) a definition and description of pupil personnel services, their functions, and possible model configurations, (2) guidance and counseling, including a feasibility analysis of alternative models for Employer-Based Career Education programs, (3) work experience and work study programs, (4) diagnostic and special education services, and (5) other pupil personnel services. Problems and parameters that must be taken into consideration

when establishing these personnel services are discussed. Working diagrams are included. (Author/AG)

ED 072 258 VT 018 741
Dunn, James A.

The Guidance Program in the PLAN System of Individualized Education.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Westinghouse Learning Corp., Palo Alto, Calif.

Report No.—AIR-Plan-Jun-72

Pub Date Jun 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Computer Oriented Programs, Developmental Programs, Goal Orientation, *Individualized Instruction, Integrated Curriculum, Occupational Aspiration, *Occupational Guidance, Parent Role, *Program Descriptions, Program Planning, Relevance (Education), Resource Materials, Visual Aids, Vocational Development, Vocational Interests
Identifiers—PLAN, *Program for Learning in Accordance with Needs, Project Talent

PLAN (A Program for Learning in Accordance with Needs) is the outgrowth of a followup study, Project TALENT, on the occupational aspirations of over 400,000 high school students. As the second of three major theoretical components in that comprehensive developmental individualized education program, this occupational guidance system is intended for integration into the regular academic program. To pursue relevance to student needs, to accommodate parental interests in their children, and to delimit the instructional resources available in PLAN, seven career education and guidance subcomponents were created, and computer-oriented individualized programs of study were generated. These seven programs are: (1) curriculum planning and coordination, (2) orientation and study skills, (3) career and vocational information, (4) student goal formulation, (5) individual planning, (6) student assessment and progress monitoring, and (7) military, college, and post-secondary counseling. A wide range of visual aids and resource materials are provided, including a glossary of key concepts in PLAN and sample program materials. (AG)

ED 072 259 VT 018 742
Dunn, James A.

The AIR Career Education Curriculum Development Project.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-33900

Pub Date 4 Dec 72

Note—23p.; Presentation at the USOE BAVTE Curriculum Center for Occupational and Adult Education Conference (Chicago, Ill., Dec. 4, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Career Education, *Career Planning, Charts, Conceptual Schemes, *Curriculum Development, Curriculum Guides, Educational Objectives, Elementary Schools, Junior High Schools, *Occupational Clusters, Program Design

This paper presents an overview of a project concerned with the design and development of a comprehensive career education curriculum with sufficient detail and flexibility to be used in the majority of elementary and junior high schools throughout the nation. The principal products to be developed include a catalog of instructional objectives, a series of curriculum guides, and a series of sample teaching-learning units. Other products will be an instructional systems model, a dissemination model, a local evaluation instrument, and various training materials and project reports. To date, the scope of the project and the domain of behavioral objectives for the program have been defined. The economic constraint in the implementation of career education is commented on. Charts developed to reflect the curriculum topics and content coverage are appended. (MF)

ED 072 260 VT 018 743
Whinfield, Richard W.

Report of Institute on Planning Vocational Education (University of Connecticut, March 13-16, 1972).

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date 16 Mar 72

Note—130p.

Available from—The University of Connecticut, Storrs, Connecticut 06268

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Vocational Education, *Educational Planning, *Institutes (Training Programs), Regional Schools, School Administration, *School Planning, *Trade and Industrial Education, *Vocational High Schools

Identifiers—*Connecticut

This conference of administrative and consulting personnel from state and city education departments, vocational schools, and universities concerned planning for the future of the Connecticut regional vocational-technical schools. These state-operated schools are essentially specialized regional high schools with almost exclusive emphasis on trade and industrial education but offering some post-secondary education and extensive adult programs. Specialists presented information on vocational-technical education planning which served as background for workshops on problems in curriculum, staff, administration, and planning. Summaries of these sessions, participants' responses to the problems discussed, and evaluation are included in the appendixes. A final evaluation of the institute will be developed about a year from its date. (MF)

ED 072 261

VT 018 745

An Experimental Program to Provide In-Home Vocational Training in Preschool and Day Care Work for Unskilled Disadvantaged Mothers and Child-Caring Adults. A Final Report.

West Chester State Coll., Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date Jan 72

Note—161p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Vocational Education, Attending Training, *Child Care Occupations, *Economically Disadvantaged, Education, Educational Innovation, Experimental Programs, *Home Instruction, Individualized Programs, Labor Force Nonparticipants, *Lesson Plans, Manpower Development, Manpower Utilization, Practicums, Program Evaluation, Research Utilization, Unskilled Labor

Identifiers—Employment Skills, Project PRIDE

On the basis of interviews with mothers and baby-sitters of children enrolled in the Early Learning Programs of the Pennsylvania Research in Infant Development and Education Project in the West Chester, Pennsylvania, area, 12 low-income labor force nonparticipants identified as potential entrants into the job market were chosen to participate in an experimental individualized vocational training program for child care services. Funded under Part C of the Vocational Education Act of 1969, this innovative in-home program was intended for unskilled, socioeconomically disadvantaged adults unable to participate in formal, centrally located training programs. Of the 25 lessons originally planned, the 12 initial lessons are presented in this report, including learning activities, resource lists, behavioral objectives, and content outlines. Positive feedback from program participants, an appended program evaluation performed by an independent researcher by means of interviews using a survey instrument, and a comparison of participant scores with scores achieved by those in a state manpower training program revealed the program's success. A detailed program rationale precedes the 12 lessons and a discussion of the program's results. (AG)

ED 072 262

VT 018 746

DeVore, Paul W.

Curriculum Focus: Occupations and the World of Work. Information Series 5.

West Virginia Univ., Morgantown. Appalachian Center.

Pub Date Jan 69

Note—15p.; Series 69 No. 6-4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, *Educational Change, *Educational Objectives, Individual Development, *Industrial Arts, Occupations, *Technological Advancement, Technology, Vocational Education

Technology is now and has been the single most important factor in man's transition. Those in education are faced with deciding whether technology shall serve man or man will be forced to be a cog in the machine. In determining the function of education, the decision will be a value judgement involving one of these two choices: (1) Continuing to plan educational programs to meet short term occupational and economic goals, or (2) Changing the curriculum and focusing on long term goals based on a vision of man and his purpose. In the field of education, specifically industrial arts, great store is placed on working relationships with industry and suppliers. The focus of attention in industrial arts has not been on man as an individual but on man as part of the industrial process, together with the crafts and materials essential to the economic and technical process. There are those in the field of education, including industrial arts, who see an urgent need to reexamine the present posture and move toward a greater concern for man. The challenge for education is to aid man in understanding technology, if he is to control it. As a first step, all levels of education must forego the occupational-professional orientation of teaching and reemphasize education in the truest sense of the term. (Author/SB)

ED 072 263

VT 018 747

Blackledge, Dewey

A Guide for Writing Research Manuals in Distributive Education.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 72

Note—52p.; Distributive Education Publication 4003

Available from—Curriculum Coordinating Unit, Drawer DX, Mississippi State University, State College, Mississippi 39762 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Distributive Education, *Guides, *Manuals, *Occupations, *Research Skills, Student Organizations, Writing Skills, Youth Clubs

Identifiers—DECA, *Distributive Education Clubs of America

This guide is intended for use by teacher-coordinators in directing students in writing research manuals, which should help students develop a sense of accomplishment, a desire for competition, and a method of learning about their chosen occupations. Included in the guide are discussions of: (1) Purposes of Distributive Education Clubs of America (DECA), (2) Competitive Activities Program, (3) Creative (Manual) Activities, (4) Planning the Research Manual, and (5) Suggested Steps for Research Manual Writing. Sample manual topics and project summaries, specifications for writing manuals for competition, and an outline of the manual format are appended. (SB)

ED 072 264

VT 018 748

Mahoney, Thomas A. Milkovich, George T.

Internal Labor Markets: An Empirical Investigation.

Minnesota Univ., Minneapolis. Industrial Relations Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-7006

Pub Date Jul 72

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, Employment Experience, Hypothesis Testing, *Labor Market, *Manpower Utilization, Occupational Clusters, *Occupational Mobility, Organizations (Groups), Probability

Identifiers—Markov Models

Methods of internal labor market analysis for three organizational areas are presented, along with some evidence about the validity and utility of conceptual descriptions of such markets. The general concept of an internal labor market refers to the process of pricing and allocation of manpower resources with an employing organization and rests upon the hypothesis that these

processes within an organization are very different from the external market processes. The three markets analyzed differed in several respects which might be expected to influence internal market characteristics. One market consisted of a single department of a steel company, another the managerial-professional-technical positions in a large insurance company, and the third the manufacturing labor force in a computer and office equipment manufacturer. Application of a Markov model provided empirical characterizations of these markets useful for manpower allocation processes of employing organizations. However, the range of internal labor market characteristics observed among firms raises doubts about the utility of a single conceptual model of this market. (MF)

ED 072 265

VT 018 749

Bratto, Rita Powers, Edward A.

What the Other Half Thinks: The Implications of Female Perceptions for Work Demands.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Spons Agency—American Nurses' Foundation, Inc., New York, N.Y.

Report No.—WP-72-07

Pub Date [72]

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Influence, Family Role, *Females, Labor Economics, Labor Force, Nurses, Opinions, *Perception, Role Perception, *Work Attitudes, *Working Women

A sample of single and married registered nurses involved in salary renegotiation disputes in three urban hospitals was used in this investigation. Questionnaires were sent to determine what implications family membership have for the work demands of employed women. Of the 719 questionnaires distributed, 467 were returned and 353 utilized. Findings revealed in this perception-based study include: (1) Both single and married employed women feel husbands either do not care if their wives make more than they do, or are uncertain of the opinions of their husbands, (2) Employed women, especially single, feel there is an economic need for their continued employment, with both married and single women perceiving a greater need for wives to work than they feel husbands do, and (3) Husbands are more likely to feel threatened by a wife's greater income than working wives realize. If the income-relevant behavior of employed females is to be fully understood or predicted, it is essential that data representing much broader segments of the population be obtained. (SN)

ED 072 266

VT 018 750

American Profile: What States Are Doing (And Can Do) To Hire the Handicapped.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date 71

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment Opportunities, *Employment Practices, *Equal Opportunities (Jobs), Government Employees, *Handicapped, Job Placement, *State Government, Supervisory Training

This booklet, prepared by the Public Service Committee, is designed to assist appropriate officials in each state to establish rules, regulations, and policies which will permit handicapped persons an equal opportunity to compete for jobs in state governments. Data gained from a survey of 50 states plus the District of Columbia and Virgin Islands are presented individually and in chart form with respect to whether the state has or does not have: (1) a civil service or merit system plan, (2) a governor's written statement supporting hiring of the handicapped, (3) written policy on employment of the handicapped in the state personnel manual, (4) provision for temporary direct appointments, (5) special appointments in lieu of regular testing, (6) appointments to some specific jobs reserved for those with specific handicaps, (7) program of retention and reassignment, (8) agency coordinators to promote employment, (9) training for supervisors in dealing with the handicapped, and (10) special testing arrangements for handicapped who cannot take regular tests. Sample governors' statements, congressional resolutions, and sets of manual instructions for a complete handicapped hiring program adaptable to any state are appended. (SB)

ED 072 267 VT 018 751
Activities of the ILO, 1971. Report of the Director-General (Part 2) to the International Labour Conference, Fifty-seventh Session, 1972. International Labour Office, Geneva (Switzerland).
Pub Date 72
Note—92p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Research, Civil Liberties, Conference Reports, Employment, Human Development, *International Organizations, *International Programs, *Labor Problems, *Labor Standards, Resource Materials, Vocational Development, Vocational Education, *World Problems

Identifiers—International Labour Conference, *International Labour Organization

Despite unprecedented political and financial difficulties, the International Labour Organization's Director-General reported significant progress in all fields at the Fifty-seventh Session of the International Labour Conference, convened in Switzerland in 1972. An action research program in world employment problems is in progress, with a mission to Ceylon already completed and missions in Iran, Kenya, Latin America, and Asia under way. Labor standards were adopted to protect against industrial poisonings and occupational cancer. In addition, work has been done concerning paid educational leave, freedom of association, and collective bargaining. Operational activities have increased by 25 percent, including work with various aid-giving agencies and the United Nations Development Programme. The ten topical chapters of this report discuss: (1) Trade, Development, Cooperation, Employment and Labour, (2) World Employment Programme, (3) Development of Human Resources, (4) Conditions of Work and Life, (5) Social Institutions Development, (6) Human Rights and International Labor Standards, (7) Regional and Industrial Activities, (8) Technical Cooperation, (9) the International Institute for Labour Studies and International Centre for Advanced Technical and Vocational Training, and (10) a New Long-Term Plan. A policy statement and action taken on the conference resolutions are appended. (AG)

ED 072 268 VT 018 752
The Target Industries: Profiles of Five Hazardous Occupations.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2034

Pub Date [72]

Note—25p.; Reprints From Safety Standards

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 2915-0014; \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Industry, *Implant Programs, Laborers, Labor Laws, *Labor Legislation, Pamphlets, *Safety, *Safety Education

Identifiers—Williams Steiger Act

To contribute to a fuller understanding and awareness of the hazards involved in industries as well as to call attention to steps being taken to solve safety problems, this pamphlet surveys five industries cited among those having the highest rates of job-related injuries in the country. Industries include: (1) Roofing and Sheet Metal, (2) Longshoring, (3) Lumber and Wood Products, (4) Meat and Meat Products, and (5) Mobile Homes and Transportation Equipment. With the passage of the Williams-Steiger Occupational Safety and Health Act of 1970, more stringent measures have been employed to protect workers. Some of these measures were: (1) management training programs, (2) stricter regulations regarding the wearing of protective clothing while working, (3) legislation aimed at better working conditions, and (4) the use of safety experts as members of a standing committee to assist employers when necessary. (SN)

ED 072 269 VT 018 753
Women in 1971.

Citizens Advisory Council on the Status of Women, Washington, D.C.

Pub Date Jan 72

Note—71p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Y3.Ln8/21:2W84/971; \$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Day Care Services, *Education, Employment Opportunities, *Equal Opportunities (Jobs), Equal Protection, Federal Government, Females, Fringe Benefits, Public School Systems, *Sex Discrimination, Supreme Court Litigation, Supreme Courts, Working Parents, *Working Women

This publication summarizes the activities during 1971 of the Citizens' Advisory Council on the Status of Women in achieving its goal to suggest, arouse public awareness and understanding, and stimulate action with private and public institutions, organization, and individuals working toward improving conditions of special concern to women. Areas of concern were: (1) appointments of women to policy posts, (2) the Equal Rights Amendment, (3) Supreme Court decisions, (4) education, (5) equal employment opportunity, (6) child care, (7) maternity benefits for employed women, and (8) National Women's Political Caucus. Some recommendations by the Council were: (1) State commissions on the status of women should review local public school systems to determine the degree of sex discrimination, (2) The Federal Government should use its influence to secure a higher priority for after-school care, making full use of existing public school facilities, (3) A woman should be appointed to the Supreme Court, and (4) the Equal Employment Opportunity Commission should expedite preparation of a model affirmative action program now underway. (SB)

ED 072 270 VT 018 754
Abstracts of Research and Development Projects, Fiscal 1971.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.

Report No.—R&D-Unit-Bull-27-970

Pub Date [71]

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Developmental Programs, Educational Needs, Educational Objectives, Elementary Grades, Goal Orientation, Instructional Innovation, Program Descriptions, Program Effectiveness, *Research Projects, Secondary Grades, *State Programs, Vocational Development, *Vocational Education

Identifiers—*Illinois

This booklet contains 25 abstracts of research and development projects funded in the fiscal year of 1971 for the Research and Development Unit of Illinois Division of Vocational and Technical Education. Intended to make educators and the general public aware of research and developmental activities in vocational education in Illinois, these abstracts include the project objectives and their procedures of implementation. Major goals in 1971 included exemplary activities designed to enrich and broaden vocational education in the following areas: (1) planning and decision making at the local and state levels, (2) instructional innovation emphasizing contemporary occupational needs, (3) effective evaluation of contracted research, (4) dissemination of all research activities, and (5) activities aimed at implementing a fully articulated career development program from Kindergarten through Grade 14. For each project, the name of the principal investigator, the sponsoring institution, and funding data are provided. (Author/AG)

ED 072 271 VT 018 755

The Residential Career Education Concept: The Mountain-Plains Program. An Overview.

Mountain-Plains Education and Economic Program, Inc., Glasgow Air Base, Mont.

Pub Date Feb 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Action Research, *Career Education, Conceptual Schemes, Demonstration Programs, Depressed Areas (Geographic), *Developmental Programs, Economically Disadvantaged, Educational Objectives, Educational Philosophy, *Employment Programs, Goal Orientation, Manpower Development, Program Planning, *Regional Planning, *Residential Programs, Rural Family, Rural Population, Vocational Development

Identifiers—*Residential Career Education Model

The objective of the Mountain-Plains Education and Economic Development Program, (MPEEDP), is to develop through action research and experimentation, integrated career education

methods and programs which can be implemented on a widespread basis. This experimental demonstration activity involved various individuals, agencies, and other resources in preparing adults and children of rural unemployed and underemployed families in Wyoming, Montana, Idaho, North Dakota, South Dakota, and Nebraska for rewarding employment. The private non-profit corporation, MPEEDP, with its core management team located at Glasgow Air Base in Montana, will develop a comprehensive research design from the initial selection of participants through job placement and followup, and will train the staff for each state. Program goals, objectives, and philosophy are detailed. Various reports and conferences on new methods will document the progress of this career education model. (AG)

ED 072 272 VT 018 756

Perryman, Bruce C.

Written Statements of Operational Definitions—Career Education.

Mountain-Plains Education and Economic Program, Inc., Glasgow Air Base, Mont.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Career Education Task Force.

Pub Date 20 Nov 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Definitions, *Disadvantaged Groups, Educational Change, Educational Innovation, *Residential Programs, Rural Development, Rural Education, *Rural Population, Vocational Development

Identifiers—Residential Career Education Model

Model IV, the rural-residential career education model, is committed to a goal of improving the growth, development, and employability of individuals in a six-state region, through an innovative, experimental system of career education. A residential community is one aspect of the innovative, experimental approach to be utilized in Model IV. Both the career education program and living in the created community are envisioned as providing the rural disadvantaged with learning experiences that have relevancy to improving their employability. Guiding the research and program development activities in Model IV is a working constitutive definition which views career education as the aggregate of processes by which an individual acquires and develops the goals (values), abilities (knowledge, attitudes, skills, and behaviors), and motivation to: (1) contribute to the growth of himself, his societies, and his life style, and (2) make prudent use of his individual, his societies' and his life-style systems' resources and energies. From this definition, it is easier to translate the constructs into operations than it is with other definitions of career education. (SB)

ED 072 273 VT 018 757

Hansen, L. Sunny

Social Aspects and Considerations of Career Education.

Pub Date Oct 72

Note—22p.; Paper presented at the U.S.O.E. Institutes for Curriculum Personnel Development (Ft. Collins, Colorado and Washington, D.C.)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Curriculum Development, Developmental Tasks, Disadvantaged Youth, Educational Change, Educational Problems, Educational Research, Elementary Grades, *Intervention, Minority Groups, Secondary Grades, Self Concept, *Social Problems, Speeches, Vocational Counseling, *Vocational Development, Vocational Education

Some social issues and dilemmas contributing to the need to improve our educational system are: (1) changing meanings of work, (2) changing structure and composition of the labor force, (3) problems associated with institutional dropouts, (4) problems associated with separating students into college-bound and employment-bound curriculums, (5) the information deficit dilemma, and (6) special needs of minority and disadvantaged populations. Career education has the potential for unifying the curriculum, better meeting individual and societal needs, and dealing with some of these social, psychological, and economic issues. For the past several years, a group of researchers and graduate students at the University of Minnesota have been conceptualizing

ing a K-12 career development curriculum to facilitate self-development. In the curriculum, which is based on the life stages of Super's career development theory and the developmental tasks associated with those stages, career development is viewed as a process, a part of human development that occurs whether we do anything about it or not. Career education is seen as the teaching and counseling interventions which facilitate that development. Major dimensions of the curriculum and a listing of developmental tasks for various grade levels are included. (SB)

ED 072 274

VT 018 758

Minority Enterprise and Expanded Ownership: Blueprint for the 70s.

President's Advisory Council on Minority Business Enterprise, Washington, D.C.
Pub Date Jun 71

Note—95p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0300-0325; \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Administration, Capital, Career Opportunities, Economic Opportunities, *Equalization Aid, Federal Aid, *Leadership Training, *Management Development, *Minority Groups, National Programs, Resource Allocations, Technical Assistance

Although minority groups make up 17 percent of the population, they control only a small fraction of the productive resources of the nation. The President's Advisory Council on Minority Business Enterprise was created to develop a national program to define minority enterprise goals and to design strategies for attaining them. This report presents the Council task forces' findings and recommendations for broadening minority business opportunities, expanding capital resource ownership, and providing business training, management development, and technical assistance. (MF)

ED 072 275

VT 018 759

Moore, Jerry L.

A Study of the Vocational Needs of the Greenfield, Tennessee High School. A Mini-Grant Research Project. Research Series No. 12.

Tennessee Research Coordinating Unit for Vocational Education, Knoxville.

Pub Date May 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, Educational Research, *Employment Opportunities, Facility Requirements, *Manpower Needs, Questionnaires, *School Surveys, *Vocational Education

Identifiers—Greenfield Tennessee High School

To determine the vocational-technical education needs of Greenfield High School (Tennessee), questionnaires were given to: (1) 25 percent of the voters of Greenfield, (2) each student in Grades 9-12, (3) parents of students in Grades 8-12, (4) each educator in Weakley County, and (5) each employer listed in the Yellow Pages of the telephone directory. In addition, a survey of existing facilities was conducted and recommendations for building modifications were made by the surveyors. It was concluded that there was a definite need for vocational-technical education. Job opportunities warrant the teaching of more skills which would require additional classroom space and an additional building, for which there are not sufficient funds at this time. It was recommended that a general cooperative education program be introduced for the 1972-73 school year, with the funding coming from the state and local level. Sample questionnaires are appended. (Author/SB)

ED 072 276

VT 018 760

ElAttar, M.

Job Pattern and Components of Occupational Change in Mississippi Employment, 1950-1960.

Pub Date 25 Aug 72

Note—25p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Baton Rouge, Louisiana, August 25-27, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employment, *Employment Patterns, Employment Statistics, *Employment Trends, Labor Economics, *Labor Force, Occupational Information, *Occupational Surveys, *State Surveys

Identifiers—*Mississippi

Summarized in this publication are the statistical highlights, conclusions, and implications of a study designed to analyze the shifts in Mississippi's occupational and industrial employment structures, and their interrelationship during the period from 1950 to 1960. Using data obtained from the United States Bureau of the Census 1952 and 1961 reports on employed personnel, occupational changes were analyzed in terms of the two components: industry effect, and occupational mix effect. Influences of the components were investigated in terms of their forms, quantities, and directions both in gaining and losing occupations. Findings revealed that the total occupational change involved increases in professional, managerial sales, craftsmen, operatives, and service workers at the expense of farm laborers. This seems to indicate that the Mississippi economy demands new and changing skills and therefore its work force must be continuously trained to keep pace with the transitional economy such as is present in the U.S. if it is to achieve its social and economic goals. (Author/SN)

ED 072 277

VT 018 761

Wilkening, E. A. Rodefeld, Richard D.

Job Satisfaction of Owner-Managers, Hired Managers, and Hired Workers as Related to Farm, Social, and Job Characteristics.

Pub Date 25 Aug 72

Note—25p.; Presentation at the annual meeting of the Rural Sociological Society (Baton Rouge, Louisiana, August 25-27, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Personnel, *Farm Management, *Farm Occupations, *Job Satisfaction, Occupational Aspiration, Self Actualization, Status Need, *Work Attitudes, Work Environment

Changes in the structure of agriculture are affecting farm job characteristics and job satisfaction as compared with other occupations. Job satisfaction of persons occupying different positions on incorporated farms in Wisconsin was studied to determine the effects of the farm variables on the individuals. A high degree of job satisfaction was found for the three occupational groups studied, although hired workers showed a lower level of satisfaction than owner-managers and hired managers. Job satisfaction was found to be influenced as much or more by goals and attainments outside the occupational area as by the work situation. Satisfaction of the hired workers and managers was affected more by variables than that of the owner-manager. Measures of job satisfaction in two dimensions, the self-fulfilling aspects of the job and the relationships within and control of the work, are detailed in narrative and tables. (MF)

ED 072 278

VT 018 765

Pierce, William F.

Occupational and Adult Education: Major Thrusts for 1973 and Beyond.

Pub Date 18 Nov 72

Note—8p.; Presentation before the Joint Meeting of State and National Advisory Councils of Vocational Education (Washington, D.C., Nov. 18, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, Advisory Committees, *Career Education, Educational Accountability, *Educational Trends, Job Placement, Program Costs, Program Development, Program Evaluation, Program Planning, *Speeches, *Vocational Education

Identifiers—Federal Agencies, *Program Implementation

This paper contains a discussion of the activities of the Deputy Commissioner of Occupational and Adult Education in the U.S. Office of Education, perceptions of some trends in vocational education and the role of advisory committees, and the relationship between career education and vocational education. A major responsibility of the deputyship is carrying out the promotion and implementation of the career education concept. However, this does not imply that career education and vocational education are considered synonymous in the Office of Education, for they are not. Vocational education is one necessary component. In carrying out the promotion and implementation activities, several trends will be noted concerning vocational education, including: (1) determination of acceptable levels of performance, (2) development of procedures

for determining costs, (3) assumption of placement responsibilities, and (4) more realistic and scientific long range planning. Lay advisory committees play a role in the accountability process, particularly program evaluation, but their effectiveness needs to be strengthened. (SB)

ED 072 279

VT 018 766

Shea, John R.

Welfare Mothers: Barriers to Labor Force Entry.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Sep 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Potential, *Labor Force Nonparticipants, Labor Market, Marital Status, *Mothers, Multiple Regression Analysis, National Surveys, *Welfare Recipients, *Work Attitudes

Barriers to the labor force participation of women, particularly in low-income families, are examined in this paper. Reactions of nonworking mothers with dependent children to a hypothetical job offer are analyzed from data obtained in 1967 as part of the National Longitudinal Surveys of Labor Market Behavior. Multiple regression analysis shows that willingness to take a job and rate of pay required were related to family income, marital status, health, welfare payments, and other factors for both poor and nonpoor black and white mothers. The analyzed responses are discussed in connection with welfare reform proposals. (MF)

ED 072 280

VT 018 767

Twenty-Five Years of Volunteers in Partnership.

President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date 72

Note—67p.

Available from—The President's Committee on Employment of the Handicapped, Washington, D.C. 20210

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Employment Programs, Federal Programs, *Handicapped, Historical Reviews, Mentally Handicapped, *Physically Handicapped, *Vocational Rehabilitation, Voluntary Agencies

On the occasion of the 25th anniversary of the President's Committee on Employment of the Handicapped, this brochure traces the Committee's beginning and development after World War II. The individuals, groups, programs, and legislation involved in helping the handicapped to a better life are discussed in the narrative. (MF)

ED 072 281

VT 018 768

The Research Coordinating Unit for Vocational Education in Pennsylvania. Final Report for Fiscal Year 1972 (July 1, 1971-June 30, 1972).

Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date Jul 72

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Career Education, *Research Coordinating Units, *Research Projects, State Federal Support, *Vocational Education

Identifiers—*Pennsylvania

This annual report presents an overview and brief descriptions of the activities of the Pennsylvania Research Coordinating Unit for fiscal year 1972. The narrative section touches on the research and exemplary projects monitored, conferences held, career education projects, and other concerns. The appendix contains an annotated listing of all funded research and research-related projects in the fiscal year by project number, agency or person, title, and amount funded. (MF)

ED 072 282

VT 018 769

Powers, Thomas F.

Development of a Validated Instructional System for Hospitality Education. First Annual Report.

Pennsylvania State Univ., University Park. Food Service and Housing Administration.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No.—P-19-1016; SU-14-463

Pub Date 1 Jul 72

Note—328p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Autoinstructional Aids, Cognitive Objectives, Course Content, Curriculum Development, *Food Service Occupations, Human Services, *Instructional Systems, *Management Education, *Manuals, Post Secondary Education, Practicums, Psychomotor Objectives, Resource Materials, Skill Development, Vocational Development, *Vocational Education

Identifiers—*Hospitality Education

Funded by a grant from Pennsylvania's Research Coordinating Unit, three key seminar-practicum courses were designed for psychomotor and cognitive skills development in the food service area of post-secondary hospitality education. This 36-week, 3-course sequence utilizes weekly seminars, self-instructional packages, and "real-life" experiences in food production problems, foods administration, and food systems components. The extensive color-keyed instructional materials contain ten lessons and skill descriptions which include required reading materials, related questions, student worksheets, and answer keys. A wide range of visual aids illustrates the text, which is 3-hole punched for ease in insertion and removal of pages. The first annual report concerning the development of these instructional materials precedes the ten units, which include various resource materials and a pilot form of a vocational commitment index. (AG)

ED 072 283

VT 018 771

Ellis, Mary L.

Women in Technical Education.

Pub Date 26 Mar 71

Note—10p.; Presentation at the National Technical Education Clinic (Oklahoma City, Okla., March 25, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Opportunities, Employment Opportunities, *Equal Opportunities (Jobs), Females, Sex Discrimination, Speeches, *Stereotypes, *Technical Education, *Working Women

Perhaps the most significant challenge of the 1970's will be the effect the women's rights movement will have on the nation's established institutions and the extent to which the nation responds to the call of women for equal opportunities. Social pressures and expectations have been, until recently, such that women simply have not opted for jobs traditionally viewed as solely the male domain. According to a 1970 Bureau of Census tabulation, out of more than 250 distinct occupations, half of all women workers were employed in only 21 of these occupations, and approximately 25 percent of all employed women were in five occupations (secretary, elementary school teacher, bookkeeper, waitress, and household worker), which are relatively low-paying and dead-end jobs. Yet, statistics on women workers reveal that more women are working and that the need for technical training and employment opportunities for women will expand in keeping with the changing nature of the labor force. Due to stereotyped attitudes, many women fail to take advantage of the technical education opportunities available to them. A major effort is needed to direct women into non-stereotyped educational and employment opportunities. (Author/SB)

ED 072 284

VT 018 774

Atkinson, A. G. And Others

Canada's Highly Qualified Manpower Resources. Department of Manpower and Immigration, Ottawa (Ontario).

Pub Date 70

Note—304p.

Available from—Information Canada, (Catalogue No. MP 32-6/1-1970, \$3.50), Ottawa, Canada

Document Not Available from EDRS.

Descriptors—Economic Development, *Employment Patterns, Engineers, Health Personnel, *Human Resources, Labor Force, Lawyers, Manpower Development, *Manpower Utilization, *National Surveys, Participant Characteristics, *Professional Occupations, Scientists, Tables (Data), Teachers, Technical Occupations

Identifiers—*Canada, Labor Force Participation.

The purpose of this report is to assemble basic statistics on highly qualified manpower resources in Canada, especially focusing on scientists and engineers, for the development of policies and research in this field. The economic background contributing to the growth of the white-collar and professional labor force is discussed, and the roles of immigration and Canada's higher education system in providing this manpower are examined. A wide range of tables presents the data, primarily drawing upon a 1967 national survey of scientists and engineers and recent Canadian censuses. The characteristics and utilization of scientists and engineers are described, specifically analyzing these employment factors: (1) the correlation between field of study and subsequent field of employment, (2) geographical distribution and mobility, and (3) variations in earnings according to age, sex, experience, education, and work function. Data bearing on these factors are also compiled for professional personnel in various health, law, and education fields. (AG)

ED 072 285

VT 018 775

Palomba, Neil A. And Others

The Employment Impact of the Des Moines Occupational Upgrading Project and Model Cities High School Equivalency Project: Project Year One Evaluation.

Iowa State Univ. of Science and Technology, Ames. Industrial Relations Center.

Pub Date Aug 71

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Continuation Education, *Data Bases, Employment Programs, *Employment Qualifications, Improvement, Job Placement, Job Training, *Manpower Development, *Occupational Mobility, Program Evaluation, Promotion (Occupational), Status, Underemployed

Identifiers—High School Equivalency, Model Cities

This study was conducted to: (1) evaluate the Occupational Upgrading Project (OUP) and the Model Neighborhood High School Equivalency (HSE) Project's first year of operation, and (2) create baseline data from which future and more conclusive evaluation can be undertaken. Data were gathered by conducting open-ended interviews with the administrators of the projects in which OUP clients were placed and with 422 persons grouped as participants (study groups) and various groups for contrasts (control groups). Some major findings were: (1) Out of the applicants who came to OUP for placement, more young adults, more females, and more people with high school or some college got job placement and/or training. (2) Occupational upgrading appeared to take place in all the groups surveyed, but OUP participants enjoyed more upgrading. (3) The question of upgrading for HSE participants could not be answered at this time because the small numbers who have completed the program preclude significant findings. (4) There were no significant differences when the HSE groups were compared as to changes in job requirements and sources of job skills, and (5) The OUP program but not the HSE program increased the employment status of its participants. (Author/SB)

ED 072 286

VT 018 776

New Careers in Rehabilitation Project: A Guide. National Rehabilitation Association, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—DLMA-PSC-NC-72-002

Pub Date Mar 72

Note—161p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 210 350; MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Adult Vocational Education, Career Ladders, Conceptual Schemes, *Handicapped, Human Resources, Job Development, *Leaders Guides, Leadership Training, *Manpower Development, Models, Program Development, *Rehabilitation Programs, Systems Development, Vocational Development, *Vocational Rehabilitation

Identifiers—*New Careers

The Department of Labor funded a technical assistance contract with the National Rehabilitation

Association to develop methodologies for increasing opportunities for handicapped people to become productive by training personnel to work effectively with the handicapped. This volume was designed to help administrators, program planners, training personnel, and paraprofessionals in human services agencies in applying "new careers" training concepts in vocational rehabilitation. An orientation and overview in developing, maintaining, and implementing new career/paraprofessional training programs is provided. Included are concepts that underlie the training and supervision of disadvantaged people as new careerists in rehabilitation, including entry level and upgrading positions, as well as major issues in the career development and training of trainers and supervisors. Models are suggested for the greater utilization of untapped human resources to create a more effective system of service delivery. (Author/AG)

ED 072 287

VT 018 777

Intermodal Transportation Careers: A Guide for Development of Educational Programs for Transportation Careers from Grade Ten Through Two Years of Post High School Education. A Report of a Workshop.

Kirschner (E.J.) and Associates, Washington, D.C.

Spons Agency—Department of Transportation, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Feb 72

Contract—OEC-0-71-4422(357)

Note—138p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 683; MF \$0.95; See Catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Career Education, Core Curriculum, *Curriculum Development, Educational Needs, *Guidelines, Interdisciplinary Approach, Job Development, Leaders Guides, Occupational Mobility, Post Secondary Education, Program Development, Secondary Grades, *Transportation, *Vocational Development, Vocational Education

Identifiers—*Intermodal Transportation Careers

This report spells out the educational needs and criteria in the overall transportation systems field, offering guidelines for the educational community to help renew or develop careers in the changing transportation systems professions. Intended to allow for career mobility for those already employed in transportation, the comprehensive interdisciplinary guidelines cover the development, operation, and management of the transportation environment. The suggested programs are divided into three levels: (1) beginning-entry, (2) intermediate, and (3) semi-professional. Each core program has been made flexible enough to construct instructional units or modules of educational elements of specific skills, knowledge, and concepts, while simultaneously being geared toward vocational preparation. These core guidelines for curriculum development in intermodal transportation career education are applicable at the secondary and post-secondary levels. (Author/AG)

ED 072 288

VT 018 779

Project VEHTS (Versatile Employment of Health-Trained Servicemen). First Interim Report.

Nathan (Robert R.) Associates, Inc., Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 11 Jun 72

Note—90p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 212 626; MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Employment, *Health Personnel, *Hospitals, *Manpower Utilization, Medical Assistants, Military Personnel, *Placement, Recruitment, *Veterans

Identifiers—VEHTS, *Versatile Employment of Health Trained Servicemen

Project VEHTS (Versatile Employment of Health Trained Servicemen) is demonstrating how civilian hospitals can employ and use more effectively the thousands of medically-trained ser-

vicemen who are released each year by the Armed Forces. A system of recruitment and placement of veterans at Cook County Hospital, Chicago, was designed and implemented. A literature and program search was conducted; an annotated bibliography is presented as an appendix to the report. Project VEHTS has identified two major problems that civilian hospitals have in recruiting and placing veterans. The first arises out of the characteristics of military men, particularly their nontraditional and nonaccredited training and experience, and their geographic dispersion. The second develops out of organizational and management characteristics of civilian hospitals, especially from their personnel systems which result in diffused hiring authority and inefficient use of veteran manpower. (Author)

ED 072 289 VT 018 780
Field Experiments in Manpower Issues.

Mobilization for Youth, Inc., New York, N.Y. Experimental Manpower Lab.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-36-71-07-8

Pub Date 71

Note—99p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (PB 211 804; MF \$0.95; See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Groups, Federal Programs, Human Services, Labor Economics, Learning Motivation, *Manpower Development, *Motivation Techniques, Predictor Variables, *Rehabilitation Programs, *Rewards, Vocational Development, Vocational Education, Vocational Interests

Identifiers—Neighborhood Youth Corps

The first three reports in this series describe the data-based results of systematic experimentation and survey research concerned with the following timely manpower issues: (1) The Effects of Monetary Incentives on the Learning of Remedial English by Disadvantaged Trainees, (2) The Reward Preferences of Neighborhood Youth Corps Trainees, and (3) The Feasibility of Coupling Available Manpower Development Services with Residential Addiction Treatment Facilities. In the first report, while no support was found for the hypothesis that monetary incentives significantly enhance trainees' learning of English, the authors believe that certain uncontrollable contaminating factors played a significant role in the lack of positive results. In the second report, disadvantaged Neighborhood Youth Corps trainees who were asked to select their preferred choices of ten potential rewards for training chose basic items over luxury, contrary to expectations. The implications of these findings are discussed. The third report, including a questionnaire survey of resident drug addicts, indicated that although vocational interests in key punching and auto repair justified skills training, the ambiguity of the addicts' work perceptions called for more than the ordinary manpower services. (Author/AG)

ED 072 290 VT 018 784
An 8 1/2-Year Record: Mentally Retarded Workers in the Federal Service.

Civil Service Commission, Washington, D.C. Bureau of Recruiting and Examining.

Pub Date Nov 72

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Employees, Employment, *Employment Opportunities, *Employment Programs, Employment Statistics, *Federal Programs, *Government Employees, *Mentally Handicapped

Summarized in this report are efforts employed to secure for mentally retarded persons increased job opportunities in the Federal Service. Before actuating the project, extensive studies and job training programs were conducted, and the information obtained widely disseminated. Services of state vocational rehabilitation departments were used in direct placement, postemployment counseling, training, and the supervision of mentally retarded employees. To reduce the rate of failure, evaluation techniques other than competitive examinations were used in assessing employment qualifications. Since the initiation of the program 8 1/2 years ago, a total of 7,442 mentally re-

tarded persons have been hired by 40 Federal agencies throughout the United States, and as of June 20, 1972, 53 percent of these persons were still employed, and some 2,105 have either received promotions or changed pay systems. Several tables present the data. (SN)

ED 072 291 VT 018 786

Smith, George

Problems in the Organization and Administration of Career Education Programs. Bulletin, Vol. 16, No. 1.

Oregon School Study Council, Eugene.

Pub Date Sep 72

Note—27p.; Presentation at the National Conference on Career Education for Professors of Educational Administration (Columbus, Ohio, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Administrative Problems, *Career Education, Change Agents, Community Attitudes, *Educational Change, Educational Programs, Instructional Staff, Minority Groups, Principals, Role Conflict, Staff Role, Staff Utilization

Identifiers—*Program Implementation

In this paper, an attempt has been made to define some of the difficulties and concerns which local school district administrators have to deal with in the implementation of a new program—career education. Career education is envisioned as a bold change of great magnitude, and there is a thrust for swift introduction of career education programs in school systems. However, schools usually cannot respond rapidly to needs for renewal or change. Some areas where problems will be encountered in the change process are: (1) interim and task force organizational structures and linkage-related issues, (2) staffing model problems including the difference between utilizing existing staff or recruiting staff, (3) continuity of organizational operations and maintaining expertise roles, (4) role conflict and the problem of alienation of the school principal, (5) teacher issues and teacher groups, and (6) community issues, particularly minority concerns. (SB)

ED 072 292 VT 018 788

Administrative Needs for Career Education.

Anne Arundel County Board of Education, Annapolis, Md.; Engelhardt and Engelhardt, Inc. Purdy Station, New York.

Pub Date Oct 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Change, Administrator Responsibility, *Career Education, Charts, *County Programs, Educational Accountability, Educational Administration, *Educational Needs, Educational Planning, Occupational Information, Organizational Change, Staff Utilization, Vocational Development, Vocational Education

Identifiers—*Anne Arundel County, Educational Awareness, Maryland

This study for Anne Arundel County, Maryland, has been tailored to fit the local plan for overall staff reorganization, with several organizational charts reflecting impending changes in career education and vocational education staffing patterns. The numerous recommendations fall into three categories: (1) a general overview of the county's education program, emphasizing career and vocational education as priorities for meeting educational needs, (2) suggestions for specific division of administrative responsibilities, and (3) outlines of administrative tasks for each administrative position. An appended interim evaluation report presents, in condensed form, the conclusions reached by outside consultants after interviews with local and state staff members. These conclusions are that six career education areas need administrative reorganization: (1) non-instructional support personnel, (2) research and evaluation support, (3) guidance area, (4) developmental task forces and program supervisors under the Director of Instructional Programs, (5) the Director of Vocational Education and Cooperative Education, and (6) program implementation, through Area Directors and principals. (Author/AG)

ED 072 293 VT 018 794

MAST (Military Assistance to Safety and Traffic.

Report of Test Program by the Interagency Study Group (July-December 1970).

Department of Defense, Washington, D.C.; Department of Health, Education, and Welfare, Washington, D.C.; Department of Transportation, Washington, D.C.

Report No.—DHEW-Pub-HSM-72-7000

Pub Date 70

Note—34p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1727-0030; \$4.5)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aircraft Pilots, Developmental Programs, *Emergency Programs, Emergency Squad Personnel, Feasibility Studies, Federal Programs, *Interagency Cooperation, Interagency Coordination, Interagency Planning, Medical Services, *Military Organizations, Military Personnel, Paramedical Occupations, Pilot Projects, Program Effectiveness, Safety, *Testing Programs, *Traffic Safety

Identifiers—Emergency Medical Service, MAST, *Military Assistance to Safety and Traffic

As a joint endeavor by the Departments of Defense, Transportation, and Health, Education, and Welfare to demonstrate military resources and techniques which are utilized in combat, the Military Assistance to Safety and Traffic (MAST) program was pilot-tested in 1970 at five military bases. Undertaken to explore the feasibility of utilizing military helicopters and military paramedical personnel in responding to civilian medical emergencies, particularly highway accidents, MAST was essentially an operational test where military resources of known capability were meshed with local Emergency Medical Service systems, without the provision of additional resources and without administrative difficulties. Program effectiveness and community acceptance varied for each site. Numerous photographs illustrate the text, which includes extensive recommendations and conclusions. The following topics are focused upon: (1) a medical evaluation of the program, (2) background and actual experiences of the program, (3) the civilian viewpoint, (4) military aspects, (5) helicopter considerations, (6) cost considerations, (7) legal aspects, and (8) future activity. (Author/AG)

ED 072 294 VT 018 795

Annual Southern Region Research Conference in Agricultural Education Proceedings (21st, Mississippi State University, July 25-27, 1972).

Spons Agency—Mississippi State Univ., State College.

Pub Date Jul 72

Note—103p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Agribusiness, *Agricultural Education, Agricultural Engineering, Agricultural Research Projects, Career Education, *Conference Reports, Core Curriculum, Curriculum Research, *Performance Based Teacher Education, Program Planning, Research Needs, *Southern States, Teacher Supply and Demand, Vocational Agriculture, Vocational Agriculture Teachers, Vocational Development, Young Farmer Education

Identifiers—Program Implementation, *Southern Region Research Conference

A 3-day meeting of the Southern Region Research Conference in Agricultural Education was held in July 1972 for 22 participants to study the research implications for performance-based teacher education. The following presentations were made: (1) "Performance-Based Teacher Education in Perspective" by O.L. Snowden, (2) "Utilizing Agricultural Industry in Determining Performance Objectives" by S.D. Patterson, (3) "Career Development Programs for Agricultural Occupations" by F.J. Lark, (4) "Developing a System for Assessing Student Performance in Agricultural Education" by G.C. Shinn, (5) "Implications of a Core Curriculum for Agriculture on Performance-Based Teacher Education" by R.G. Shoemaker, (6) "Agricultural Mechanization Competencies Needed by Farmers with Implications for Program Planning" by C.M. Curtis, (7) "Young Farmer Program Research in Texas" by E.S. Webb, (8) "Agri-Business Research in Texas" by L. Lorenz, (9) "Implementing Performance-Based Teacher Education Programs" by W.F. Jackson, (10) "Relationship of Variables to Supervision of Students" by C. Byers, and (11) "Proposal for Teacher Demand and Supply in the Southeastern Region" by D. Craig. A program outline and a list of conference participants are appended. (AG)

ED 072 295

VT 018 796

Wolfe, Lillian S. And Others

An Assessment of Cognitive Behavior of Economically Disadvantaged Young Adults in North Mississippi.

Mississippi Univ., University. Center for Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date Jan 73

Note—25p.; Working Paper-1

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, *Cognitive Ability, *Disadvantaged Groups, Economically Disadvantaged, Intelligence Quotient, *Intelligence Tests, *Job Training, Literacy, *Predictive Ability (Testing), Test Interpretation, Tests, Test Selection, Tests of Significance, Test Validity

Identifiers—Langmuir Oral Direction Test, ODT, WAIS, Wechsler Adult Intelligence Scale

This study sought to determine the appropriateness of two conventional intelligence tests for assessing the ability of economically deprived young adults participating in job training programs by comparing their test results with those of the test standardization groups. The Wechsler Adult Intelligence Scale (WAIS), and the Langmuir Oral Direction Test (ODT), were administered to subjects on different days. An analysis of test findings revealed that two of the poverty samples, the Manpower and Vocational Training, were found to be homogeneous. They resembled the WAIS normative sample on means, standard deviations, and correlations, whereas the other group, the Neighborhood Youth Corps, differed significantly. Possible explanations for these discrepancies may be chronological age, sex, or race. Evaluations of these factors were not conducted. The study does show conclusively however, that poverty status alone does not guarantee below-average scores on intelligence tests. (SN)

ED 072 296

VT 018 801

Special Project Grants Awarded for Improvement in Nurse Training. A Listing.

Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Report No.—DHEW-Pub-NIH-72-86

Pub Date Jul 71

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, Federal Aid, Government Publications, Health Occupations Education, *Improvement Programs, *Incentive Grants, *Job Training, Manpower Development, *Nurses, Program Planning, Vocational Development

Identifiers—Health Manpower Act of 1968

This current directory lists alphabetically by state, special projects funded by the Title II Nurse Training Act of the Health Manpower Act of 1968, which are awarded for improvement programs in nurse training. Projects funded through June 1971 are listed and briefly annotated, including planning grants awarded for the first time during the fiscal year 1970. A section listing completed projects is included. The purpose of listing the grants awarded is to notify schools of nursing about the kinds of projects being funded and to enable the schools to share information about project results. The listings are coded for the following project support areas: (1) career development, (2) curriculum revision, (3) expanded clinical role, (4) faculty development, (5) instructional technology, (6) new programs, (7) program evaluation, (8) planning grants, (9) remedial services, and (10) special financing. (Author/AG)

ED 072 297

VT 018 802

Margolis, Richard J.

Who Will Wear the Badge? A Study of Minority Recruitment Efforts in Protective Services.

Commission on Civil Rights, Washington, D.C.

Report No.—CCR-CP-25

Pub Date 71

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 0500-0062; \$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Equal Opportunities (Jobs), *Fire Fighters, Law Enforcement, *Minority Groups, *Police, *Program Improvement, Program Planning, *Recruitment

Examined in this booklet concerning law enforcement agencies and minority recruitment efforts undertaken by them are: (1) official hurdles which must be surmounted by minority applicants, (2) minority recruitment programs being conducted in five major cities, and (3) recruitment practices of state police and fire departments. Recommendations for conducting more successful campaigns include: (1) Enact new policies which commit city and state police forces to continue affirmative hiring goals and practices, (2) Compile ethnic statistics so that evaluative assessments can be made from time to time, (3) Plan recruitment campaigns in cooperation with ghetto community leaders, (4) Make more efforts to change the negative images minorities have of police to positive ones, (5) Make a census analysis of the target community before recruitment is begun, (6) Plan recruitment activities more carefully, and (7) Eliminate some of the more marginal eligibility qualifications included on the basic test. (SN)

ED 072 298

VT 018 804

Professional Progression in the Nursing Department. A Nursing Clinical Conference.

National Institutes of Health (DHEW), Bethesda, Md. Clinical Center.

Report No.—DHEW-NIH-72-294

Pub Date Jun 72

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HE20.3021:P94; \$2.00); Clinical Center Nursing Department, National Institutes of Health, Bethesda, Maryland 20014 (single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, *Conference Reports, *Health Occupations, Health Services, Hospitals, Medical Research, Medical Services, *Nurses, Nursing, Occupational Mobility, *Staff Role

This publication contains conference presentations given by five nurses who have interpreted the philosophy of the role of the professional nurse at the Clinical Center, the research hospital of the National Institutes of Health. Included in the presentations are discussion of methods utilized within the Nursing Department by which professional nurses may progress to levels of increasing responsibility for: (1) influencing the quality of nursing care to the patient and nursing support of clinical research, and (2) making an impact upon the nursing community. Presentations were: (1) "The Philosophy of the Nursing Department" by Louise C. Anderson, (2) "Professional Responsibilities as Interpreted by the Staff Nurse" by Elizabeth Conley, (3) "Professional Responsibilities as Interpreted by the Clinical Nurse Expert" by Barbara Rolling, (4) "The Role of an In-House Consultant in a Nursing Service" by June McCalla, and (5) "Coordinating Professional Competencies on the Nursing Unit" by Maureen Regan. (SB)

ED 072 299

VT 018 805

Raudenbush, David B.

Automotive Pollution Control.

Deptford Township Area Vocational School, N.J.;

New Jersey State Dept. of Education, Trenton, Div. of Vocational Education; Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Pub Date Apr 73

Note—86p.

Available from—David B. Raudenbush, Automotive Pollution Control, N. J. Voc-Tech Curriculum Laboratory, Building 4103, Kilmer Campus, New Brunswick, N. J. 08903

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Air Pollution Control, *Auto Mechanics, Learning Activities, Lesson Plans, *Manuals, Secondary Grades, *Supplementary Textbooks, Visual Aids, Vocational Development, *Vocational Education

Identifiers—*New Jersey

Intended for a 1- or 2-month curriculum in auto mechanics, this student manual on automotive pollution control was developed by a subject matter specialist at an area vocational school and tested in a vocational auto shop. Intended either for use in an integrated curriculum or for use in teaching pollution control as a separate course, these 12 instructional units contain lessons covering the design, functioning, and service

procedures for devices used to control crankcase emissions, exhaust emissions, and fuel evaporation in automobiles. For each lesson, a behavioral objective precedes topical reading materials and questions useful for review or assignment purposes. Working diagrams illustrate the text, which includes introductory teaching suggestions. (AG)

ED 072 300

VT 018 806

Preschools Under the Fair Labor Standards Act, July 1972.

Employment Standards Administration (DOL), Washington, D.C. Wage and Hour Div.

Report No.—DOL-WH-Pub-1364

Pub Date [72]

Note—8p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Wage and Hours Publication No. 1364)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care Centers, *Child Care Workers, Child Labor, Day Care Services, Employees, *Federal Legislation, *Labor Standards, Minimum Wage, Overtime, *Preschool Programs, Records (Forms), Wages, Working Hours

Identifiers—*Fair Labor Standards Act

This pamphlet provides general information concerning the application of the Fair Labor Standards Act to employees of preschool centers. Included is a discussion of: (1) Basic Monetary Requirements, including minimum wages and facilities furnished to the preschool employees, (2) Equal Pay Provisions, (3) Overtime, (4) Hours Worked, (5) Exemptions, (6) Child Labor Provisions, (7) Records, (8) Poster, which briefly outlines the Act's basic requirements, and (9) Enforcement. Brief descriptions of the Age Discrimination in Employment Act and the Federal Wage Garnishment Act are discussed, and a list of publications is provided. (SB)

ED 072 301

VT 018 807

Soldahl, Thomas A.

The Development of a Vocational Decision Making Environmental Construct Scale for Chicano High School Students. Final Report, Phase V.

California State Coll., Hayward. Dept. of Educational Psychology.

Pub Date [71]

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Choice, Counseling Effectiveness, Decision Making, Disadvantaged Environment, *Environmental Influences, Family Influence, *High School Students, *Mexican Americans, Parental Background, Pilot Projects, Self Concept, *Socioeconomic Influences, *Vocational Counseling

This pilot project was designed to assist high school counselors working with lower socioeconomic Spanish-speaking students to develop more effective vocational counseling programs based on identification of the environmental constructs that influence vocational decisions of Mexican-American youths. Data were collected from interviews with selected Chicano high school seniors and their parents in the Oakland, California area. The environmental constructs were based on responses dealing with vocational decision making by students and the influence of their family members. A major construct was the environmental press to succeed, modified by the burden of low self-esteem influenced by the family background. The study emphasizes the need to develop counseling programs for families and students to coordinate their career aspirations with a realistic career education program. (MF)

ED 072 302

VT 018 808

Vernon, James Y. Garrett, Donald M.

Feasibility Study of Training Environmental Technicians. Final Report.

Los Angeles City Coll., Calif.

Spons Agency—California Coordinating Unit for Occupational Research and Development, Sacramento; Office of Education (DHEW), Washington, D.C.

Pub Date 24 May 72

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Employment Potential, Employment Qualifications, *Environmental Technicians, Feasibility Studies, Government Role, Industry, Job Training, *Manpower Needs, Pollution, *Post Secondary

Education, Questionnaires, Subprofessionals, Vocational Education

A feasibility study and task analysis was performed to determine the future job potential within the Southern California area for environmental technicians trained under a proposed vocational training program in community colleges. Questionnaires were mailed to possible employers in government and industry to obtain information about their monitoring systems for discharge products and their requirements for technicians, especially as to detailed educational level and vocational training. Responses, a disappointing less than 40 percent of those queried, indicated that varying majorities of the respondents considered physics, chemistry, and mathematics courses to be necessary for environmental technicians, with basic engineering, electronics, and other probable courses mentioned by less than half. The data appeared to reflect an uncertainty about pending government regulations for pollution control; these regulations would help to determine the educational level required for environmental technicians and the job market for them. As the costs of developing and implementing a technician-training program in a community college would be considerable, it was concluded that it would be premature to institute such a program at this time. (MF)

ED 072 303 VT 018 809

Kaufman, Jacob J. Cohn, Elchanan

Conceptual Issues in Cost-Impact (Benefit) Analysis.

Management and Information System for Occupational Education, Winchester, Mass.

Pub Date Sep 72

Note—47p.; Occasional Paper-9

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, *Economic Research, Educational Economics, Educational Planning, Estimated Costs, Information Utilization, *Management Information Systems, Man Machine Systems, Operations Research, Research Methodology, *Vocational Education Identifiers—*Management Information System Occupational Educa, Massachusetts, MISOE

As a response to several specific economic analysis questions asked by the staff of Massachusetts' Management and Information System for Occupational Education (MISOE), this paper focuses on concepts of costs and benefits required for cost-effectiveness analysis, as well as the methodology of cost-effectiveness analysis. Useful as background material for those unfamiliar with economics, this paper intends to clear up misconceptions surrounding cost-benefit analysis by a simple presentation of various conceptual issues. Topics covered include capital costs, average and marginal costs, cost sharing, and cost functions. Related documents are available in this issue as VT 018 600, VT 018 602, VT 018 606, and VT 018 810. (AG)

ED 072 304 VT 018 810

Tiedeman, David V.

On Organization for Dynamic Educational Simulation.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.; Management and Information System for Occupational Education, Winchester, Mass.

Pub Date 11 Sep 72

Note—24p.; Occasional Paper-8

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Decision Making, *Design Preferences, Economic Research, Educational Planning, Linear Programming, *Management Information Systems, Man Machine Systems, *Mathematical Models, Operations Research, Policy Formation, Resource Allocations, *Simulation, Systems Development, *Vocational Education

Identifiers—*Management Information System Occupational Educa, Massachusetts, MISOE Massachusetts' Management and Information System for Occupational Education (MISOE) arrays data for its dynamic simulation model, which decides educational and instructional policies at the state, school district, and classroom levels, according to this formula: Inputs/Process/Product/Impact. In this monograph linear programmed models are distinguished from dynamic educational simulation. When least cost is not the chief consideration and when restraints on decision making are unknown, dynamic simulation constitutes a better approach. Implementation of

dynamic educational simulation is advocated on a case by case basis, with the aid of experienced consultants. Although asked to deal specifically with design issues arising while planning MISOE so that necessary levels and rates could be obtained, the lack of examples of existing simulation models makes this activity premature. Creager assumes that there is no direct, formal relationship between static and dynamic analyses in MISOE. This document is related to VT 018 600 and VT 018 606, both developed by Creager, as well as VT 018 602 and VT 018 809. Available in this issue, these documents present an overview of MISOE in addition to numerous considerations involved in planning and setting up MISOE. (AG)

ED 072 305 VT 018 866

Health Careers in Kentucky Guide. Curriculum Guide for the Allied Health Programs Offered in Kentucky to Assist Counselors, Teachers and People Interested in Career Opportunities in Health.

Health Careers in Kentucky, Louisville.

Spons Agency—Kentucky Hospital Research and Education Foundation, Inc., Louisville.

Pub Date 71

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Admission Criteria, *Career Opportunities, *Directories, Educational Opportunities, Educational Programs, Financial Support, *Health Occupations, *Health Occupations Education, Occupational Guidance, *Occupational Information, Paramedical Occupations, Post Secondary Education, Program Costs, Resource Guides, Vocational Counseling, Vocational Interests

Identifiers—*Kentucky

Intended to provide information on career opportunities in health occupations for guidance counselors, teachers, and students, this tabbed directory lists occupational information alphabetically by job title for a wide range of health careers. Kentucky Educational requirements, licensure or registration requirements, and resource addresses precede extensive data on admissions, program costs, and student financial aid for post-secondary institutions offering courses leading to these health careers. Presented in a 3-ring notebook for ease in insertion and removal of pages, this resource guide includes a list of vocational interests correlated to health careers, a resource list, and a description of financial assistance available for those pursuing health careers. This document was developed by a Kentucky hospital research foundation in cooperation with allied health and public organizations in the state for the purpose of increasing manpower in health services delivery. (AG)

ED 072 306 VT 018 876

Metrication: A Guide for Producers of Packaged Goods. Consumer Research Report No. 4.

Consumer and Corporate Affairs Dept., Ottawa (Ontario).

Pub Date 72

Note—12p.

Available from—Consumer and Corporate Affairs, Information Canada, Ottawa, Ontario, Canada (Catalogue No. R623-1472)

Document Not Available from EDRS.

Descriptors—Consumer Economics, *Guides, *Marketing, *Metric System, *Producer Services

Identifiers—*Metrication

A guide on metrication, this document was developed to expose the perceived benefits to industry and the consumer of a conversion to the metric system, and to remove the anxieties associated with such a conversion. Presented are: (1) a summarized overview and background of the system, and trends relative to its widespread use, (2) examples of the existing confusion caused by the existence of multi-systems, (3) implications of metrication, (4) regulations imposed by the Consumer Packaging and Labelling Act, (5) basic rules and symbols governing the metric system, (6) cost factors involved in metrication, and (7) an explanation of "pseudo-metrication." Although the implementation requires extensive planning, metrication, when fully achieved, will give the manufacturer of packaged goods an opportunity to re-examine his marketing program in order to give the consumer an ideal range of sizes in packaging. (SN)

ED 072 307

Peters, Ernest L.

Workshop in Proposal Writing. Final Report.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational, Technical, and Continuing Education; West Chester State Coll., Pa.

Report No.—P-19-1056

Pub Date 30 Jun 72

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Program Proposals, *Project Applications, *Research Proposals, School Funds, State Federal Aid, Vocational Directors, Vocational Education Teachers, *Workshops, *Writing Skills

Identifiers—Pennsylvania

Funds for vocational education, especially federal funds, have increased greatly during the past decade and more may be expected, but vocational educators lack training in writing the proposals required to obtain these funds. To help develop the knowledge and skills needed to prepare effective proposals, a workshop for vocational administrators and faculty was conducted at West Chester State College, Pennsylvania to inform participants about funding sources, what is involved in applying for them, and how to express this application in writing. Of the 19 participants, six sought and were granted the college credit offered by the Workshop. In summary, it was felt that although participants were enthusiastic the workshop did not achieve most of its objectives, partly because of the extensive flooding in Pennsylvania at that time, which curtailed sessions. While participants did learn something about proposals, most of them brought no ideas for projects and did not develop skills in proposal writing. Recommendations were made that changes in preplanning would be needed, before future workshops of this nature would be effective. (MF)

ED 072 308 VT 018 880

Investigating Career Opportunities. Curriculum Guide.

Little Rock Public Schools, Ark.

Spons Agency—Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date Sep 72

Note—340p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavioral Objectives, Business Education, *Career Education, *Career Opportunities, *Career Planning, Cluster Grouping, *Curriculum Guides, Home Economics Education, Industrial Education, *Occupational Clusters, Resource Materials, Secondary Grades, Self Evaluation, Teaching Procedures, Transparencies, Vocational Development

Identifiers—*Career Awareness, Vocational Education Amendments of 1968

This curriculum guide, developed by a project committee of administrators, supervisors, instructors, and a counselor in the areas of industrial and vocational education, contains three extensive 12-week laboratory units at the junior high school level covering careers in the occupational clusters of business education, home economics, and industrial education. Funded under the Vocational Education Amendments of 1968, this course is intended to provide an overview of career opportunities, techniques for self-appraisal, and help in choosing courses leading to the students' occupational goals. In a 2-column format, teaching procedures are correlated with resource lists of transparencies and student handouts included with each unit. A course rationale, appended student worksheets, time allotments, and detailed behavioral objectives are provided. Final evaluation questions are given for each unit. (AG)

ED 072 309 VT 018 882

Loveless, Austin G.

Integrated Shop Program Third Year Evaluation. Final Report.

Utah Research Coordinating Unit for Vocational and Technical Education, Salt Lake City.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—603046

Pub Date Aug 72

Grant—OEG-4-7-063046-1612

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Building Trades, *Curriculum Development, *Curriculum Evaluation, *Curriculum Research, Drafting, Improvement Programs, *Industrial Arts, Metals, Pilot Projects, Power Mechanics, Pretechnology Programs, Secondary Grades, *Shop Curriculum, Vocational Education, Woodworking

Identifiers—*Integrated Shop Programs, Occupational Education

The Integrated Shop Program was initiated to improve occupational programs in Utah's small high schools so that the students in those schools would be better prepared to enter the job market or continue their education. Operating on a pilot basis for three years, the program has now extended its base from seven high schools to 19 high schools and two junior high schools. Courses taught are: (1) drafting, (2) woodwork and building construction, (3) metal fabrication, and (4) power mechanics. Criteria by which the courses were selected include: (1) the nature of the skills taught in the courses, (2) economic feasibility (the basic equipment necessary for teaching the courses was already in the schools), and (3) student interest. (SN)

ED 072 310 VT 018 883

Winsten, Nancy

Career Education: Targeted Information Profile. Merrimack Education Center, Chelmsford, Mass. Pub Date 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Background, *Career Education, Definitions, Educational Objectives, Goal Orientation, Information Systems, *Literature Reviews, *Research Utilization, *Resource Guides, Resource Materials, Vocational Development, Vocational Education

Identifiers—*Massachusetts, Merrimack Valley

The purpose of this paper is to provide background information on recent research in career education, specifically relating it to public school systems in the Merrimack Valley in Massachusetts. Career education is defined, the objectives are set forth, and some practical applications from the research are presented. From a literature review of about 80 documents, a resource guide for teachers was formulated, together with an annotated bibliography. Documents described are grouped into the following categories: (1) general background information, (2) curriculum materials for comprehensive school programs and/or vocational education and industrial arts, and (3) other reference sources. A manual search and three computer searches were used to compile a sample of the materials available in the ERIC system. (Author/AG)

ED 072 311 VT 018 887

A Report on a Study of a Program for Developing Methods and Materials for Teaching the Disadvantaged and Handicapped: Pilot Educational Courses.

Tufts Univ., Medford, Mass. Coll. of Special Studies.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.; Massachusetts State Dept. of Education, Boston, Div. of Occupational Education.

Pub Date [72]

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Handicapped, Information Dissemination, Inner City, Inservice Education, Instructional Materials, *Material Development, Methods Courses, *Occupational Information, Teacher Education, *Teacher Seminars, Teaching Methods, Teaching Techniques, Team Teaching

To help strengthen programs for developing and introducing methods and materials in the teaching of the disadvantaged and the handicapped as well as disseminating occupational information to teachers attempting to work with these groups, Tufts University conducted two team teaching seminars during the fall and spring semesters of the 1971-72 academic school year for university students and a group of inner city

teachers. Methods within the courses included visitation to disadvantaged projects and special programs for the handicapped, presenting an unstructured atmosphere, and utilizing the team teaching technique. It was determined that the subject matter for a methods course was so complex that the first course barely met the need for teaching the primary methods included, and not enough time was available for visiting, evaluating projects, and teaching in the field. Analysis of the second phase has emphasized that methods, materials, occupational decision making, and the development of a sense of development in these youth are important. The combination of inner city teachers and regular university students proved to be very valuable as were the curriculum-related field trips to schools and agencies of the disadvantaged. (SB)

ED 072 312 VT 018 888

Anderson, Gordon And Others

Learning to Earn: There is Nothing Second Class About a First-Class Technician. Community Resource Class, Education 505.

Whitworth Coll., Spokane, Wash.

Pub Date 71

Note—90p.

Available from—Whitworth College, Spokane, Washington 99218 (\$5.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Change Agents, Community Programs, Educational Benefits, Educational Change, Educational Needs, Educational Problems, *Educational Trends, Institutional Role, Prediction, *Program Descriptions, Resource Materials, Skilled Occupations, *Skilled Workers, Social Problems, Vocational Development, *Vocational Education

Identifiers—Spokane, Washington

This booklet is intended both to upgrade the image of the skilled nonprofessional worker and to furnish a guide to vocational education opportunities in Spokane, Washington. An extensive rationale for career education and vocational education is presented, citing the problems of unemployment, poverty, and the failure of our educational systems to instill good attitudes toward the established way of life. Significant trends in business and education at the local, state, and federal levels are discussed, noting the responsibility of American education for effecting institutional changes. Vocational education programs at the community level are described in detail. Descriptions of the future of American society are presented, highlighting the role of vocational education and career development. General and specific objectives and a content outline precede these descriptions. (AG)

ED 072 313 VT 018 889

Trapp, David C.

Health Careers: A Report on Training Programs in the State of Washington.

Washington State Dept. of Social and Health Services, Olympia, Div. of Health.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date Jun 71

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Admission Criteria, Degrees (Titles), Educational Finance, *Educational Opportunities, *Educational Programs, Financial Support, *Health Occupations Education, *Post Secondary Education, Program Costs, Program Length, *School Surveys

Identifiers—Washington State

Intended for persons interested in further investigation of training programs and students or others contemplating careers in the health occupations, this report contains information gathered through: (1) surveys of institutions conducting health occupations training, (2) reviews of school catalogs, brochures, national publications, and research reports, and (3) personal interviews with representatives of some institutions. The survey

questionnaire sought information pertaining to program length, enrollment figures, completion figures, enrollment predictions, and affiliation with other facilities or institutions. Sections of the report contain: (1) available degrees in health careers along with descriptions of over 40 training programs, institutions offering the training, entrance requirements, program length, certificate or degree awarded, affiliations, and tuition, (2) enrollment and graduation figures, and (3) sources of financial aid for students. (SB)

ED 072 314 VT 018 894

Information for Consumers.

Everybody's Money, Madison, Wis.

Pub Date May 72

Note—37p.; Third Revision

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Consumer Economics, *Consumer Education, *Directories, Information Utilization, Money Management, Pamphlets, *Problem Solving, Social Problems, Vocational Development

This revised pamphlet was developed by a national association of credit unions for the purpose of directing consumer complaints to appropriate agencies or heads of agencies for action. Suggestions to aid the consumer are included, such as trying to solve problems at the local level before complaining to top officials. Addresses and phone numbers of companies, naming their leading executives, are grouped in these 17 categories: (1) who to write in Washington, (2) appliances, (3) automobiles, (4) cameras and watches, (5) department stores and mail order houses, (6) food, (7) furniture, (8) insurance, (9) movers, (10) petroleum products, (11) sewing machines, (12) toys, (13) television and radio, (14) state and local government agencies, (15) consumer leagues, (16) Canadian government and consumer agencies, and (17) Canadian manufacturers. (AG)

ED 072 315 VT 018 972

Glennan, Thomas K., Jr.

Career Education and the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 1 Feb 73

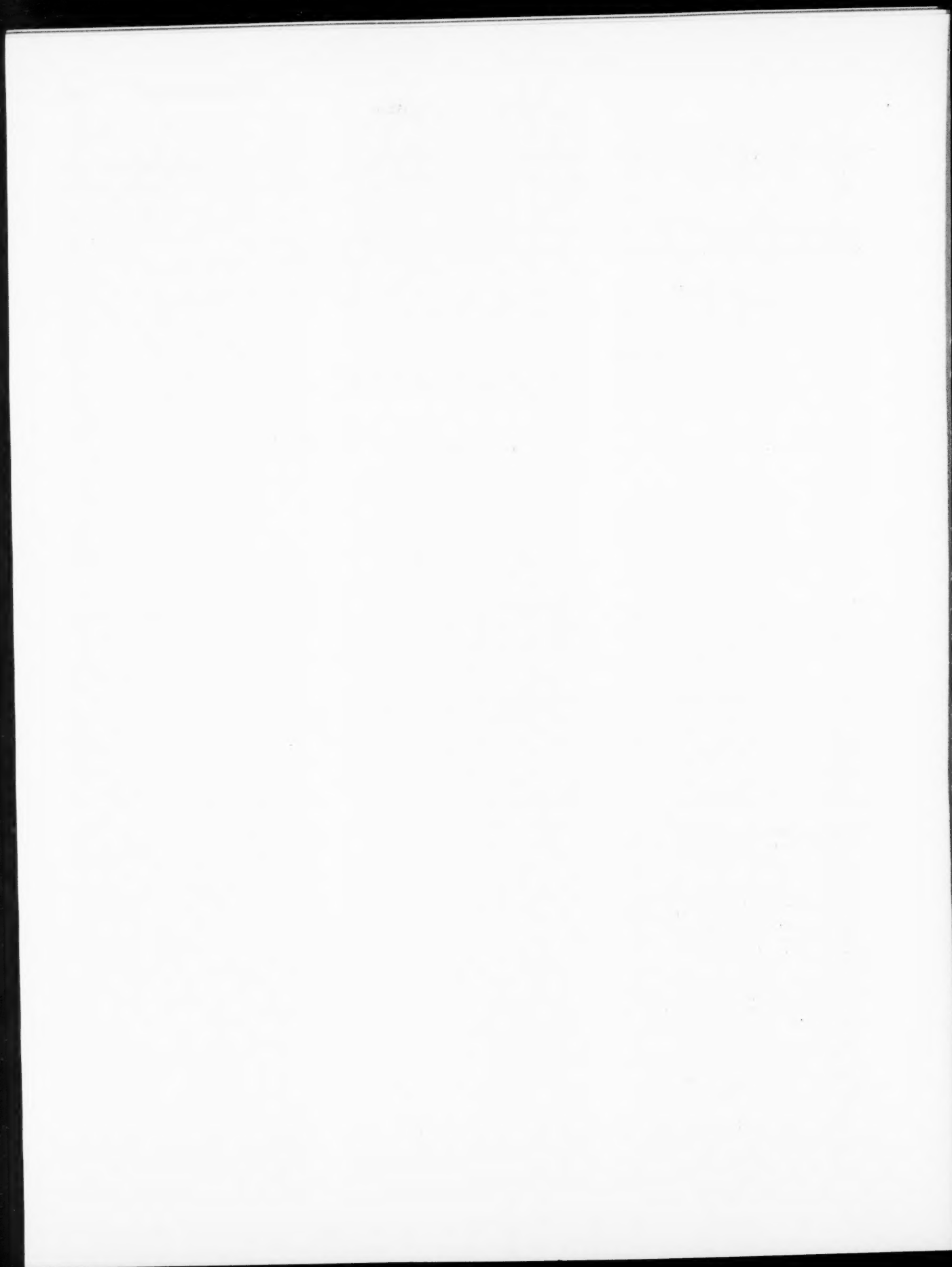
Note—13p.; Speech given before the National Conference on Career Education: Implications for Minorities (Washington, D.C., February 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Career Education, Educational Change, *Educational Development, *Educational Improvement, Educational Objectives, Educational Research, *Federal Government, Federal Programs, Goal Orientation, Models, National Organizations, Speeches, Vocational Development, Youth Employment

Identifiers—National Conference on Career Education, *National Institute of Education, NIE

The National Institute of Education (NIE), a new federal agency established in August 1972 within the Department of Health, Education, and Welfare, occupies a parallel position to the Office of Education. The Administration and the Congress believe that a sustained, systematic investment in research, development, testing, and diffusion will substantially improve education. The NIE aims at solving or alleviating American educational problems, advancing the practice of education, strengthening the scientific and technological foundations of education, and building an effective educational research and development system. The unevenness of research-based educational development will be stabilized, and failure factors minimized, by a task force on career education, which is responsible for monitoring existing programs and planning new ones. The NIE will focus on reducing youth unemployment and helping adults redirect their career patterns. Major NIE efforts are on four model programs intended to develop career exploration and awareness: (1) the school-based model, (2) the employer-based model, (3) the home-based model, and (4) the rural residential model. Future emphasis will be placed on quality evaluation of career education products, post-secondary education, financing career education, integration of services and curriculums, labor market research, and greater partnership between employers and the education system. (AG)



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As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Abstracting

Techniques for the Evaluation and Improvement of Computer-Produced Abstracts. ED 071 686

Abstraction Levels

Race and Level of Abstraction of Disagreement as Determinants of Evaluation and Behavioral Intentions. Illinois Studies of the Economically Disadvantaged, Technical Report Number 12. ED 072 147

Abstracts

Abstracts of Research and Development Projects, Fiscal 1971. ED 072 270

ERIC Abstracts: A Collection of ERIC Document Resumes on Open Space Schools. ERIC Abstracts Series, Number Twenty-four. ED 071 175

Investigations in Mathematics Education: Expanded Abstracts and Critical Analyses of Recent Research. Volume 5, Number 4. ED 071 880

Academic Achievement

A College Student Organization for Promoting Student to Student Academic Assistance. Final Report. ED 071 633

Correlates of Black and White University Student Grades Beyond the Freshman Year. ED 071 557

The Effects of Linear and Modified Linear Programmed Materials on the Achievement of Slow Learners in Tenth Grade BSCS Special Materials Biology. ED 071 851//

Investigation of Systematic Instructional Procedures to Facilitate Academic Achievement in Mentally Retarded Disadvantaged Children. Final Report. ED 071 248

A Matter of Degree: The Setting for Contemporary Master's Programs. ED 071 623

A Nine-Month Token Reinforcement Program for the Trainable Retarded. Research and Development Report, Volume VI, Number 1. ED 071 257

Profile of Lake Land College Students: 1972. A Summary Description of Socio-Economic Characteristics, Academic Characteristics, Special Educational Needs, Educational Aspirations, Enrollment Statistics. ED 071 663

Pupil Progress Record-Keeping. ED 072 008

Stability and Instability in Academic Growth--A Compilation of Longitudinal Data. Final Report. ED 072 075

Academic Education

Algebra: Level II, Unit 8, Lesson 1; Powers and Roots: Lesson 2; Geometry: Lesson 3; Number Series: Lesson 4. Advanced General Education Program. A High School Self-Study Program. ED 070 908

Atomic Structure and Valence: Level II, Unit 10, Lesson 1; Chemical Bonding: Lesson 2; The Table of Elements: Lesson 3; Electrolysis: Lesson 4. Advanced General Education Program. A High School Self-Study Program. ED 070 916

Difficult Words to Spell: Level III, Unit 4, Lesson 1; Sentences and Their Parts: Lesson 2; Adjectives and Adverbs: Lesson 3; Comparative Forms: Lesson 4; Spelling ie and ei Words: Lesson 5; Using Negatives Correctly: Lesson 6; Using Prepositions and Prepositional Phrases: Lesson 7; Spelling -ance and -ence Words: Lesson 8; Subject and Object Pronouns: Lesson 9; Possessive and Reflexive Pronouns: Lesson 10; Possessive and Plural Nouns. ED 070 913

Free Enterprise and Government Regulation: Level III, Unit 1, Lesson 1; Social Legislation: Lesson 2; Taxes: Lesson 3. Advanced General Education Program. A High School Self-Study Program. ED 070 910

Free Trade and Tariffs: Level III, Unit 2, Lesson 1; Capitalism, Communism, Socialism: Lesson 2; Nationalism vs. Internationalism: Lesson 3. Advanced General Education Program. A High School Self-Study Program. ED 070 911

Life Functions and Cells: Level II, Unit 7, Lesson 1; Cell Structure: Lesson 2; Tissues, Organs, Systems: Lesson 3; Growth and Nutrition: Lesson 4; Metabolism: Lesson 5. Advanced General Education Program. A High School Self-Study Program. ED 070 907

Plants and Photosynthesis: Level III, Unit 3, Lesson 1; The Human Digestive System: Lesson 2; Functions of the Blood: Lesson 3; Human Circulation and Respiration: Lesson 4; Reproduction of a Single Cell: Lesson 5; Reproduction by Male and Female Cells: Lesson 6; The Human Reproductive System: Lesson 7; Genetics and Heredity: Lesson 8; The Nervous System: Lesson 9; The Glandular System: Lesson 10. Advanced General Education Program. A High School Self-Study Program. ED 070 905

Speed, Acceleration, and Velocity: Level II, Unit 9, Lesson 1; Force, Mass, and Distance: Lesson 2; Types of Motion and Rest: Lesson 3; Electricity and Magnetism: Lesson 4; Electrical, Magnetic, and Gravitational Fields: Lesson 5; The Conservation and Conversion of Matter and Energy: Lesson 6; Simple Machines and Work: Lesson 7; Gas Laws: Lesson 8; Principles of Heat Engines: Lesson 9; Sound and Sound Waves: Lesson 10; Light Waves and Particles: Lesson 11; Program. A High School Self-Study Program. ED 070 909

Spelling Endings Added to e: Level III, Unit 5, Lesson 1; Capitalization: Lesson 2; Question Marks and Exclamation Points: Lesson 3; Quotation Marks: Lesson 4; Spelling Double Letter Demons: Lesson 5; Colons and Dashes: Lesson 6; Punctuating Series with Commas and Semicolons: Lesson 7; More Confusing Word Pairs: Lesson 8; Separating Sentence Parts with Punctuation: Lesson 9; Other Uses for Commas and Semicolons. ED 070 914

Spelling More Endings: Level III, Unit 6, Lesson 1; Matching Sentence Parts: Lesson 2; Using the Right Sentence Connectives: Lesson 3; More Ways to Make Sentences Effective: Lesson 4; Last of the Confusing Word Pairs: Lesson 5. Advanced General Education Program. A High School Self-Study Program. ED 070 915

View from the North. ED 071 120

What to Look for in Narrative Writing: Level II, Unit 6, Lesson 1; Interpreting Figurative Writing: Lesson 2; Keeping Track of the Subject in Writing: Lesson 3; Reading Literature for Understanding: Lesson 4. Advanced General Education Program. A High School Self-Study Program. ED 070 906

Words that Paint Pictures: Level II, Unit 5, Lesson 1; Devices Used in Literature: Lesson 2; The Meaning of Literary Devices: Lesson 3; Periods and Levels of Writing: Lesson 4; Qualities of Good and Bad Writing: Lesson 5. Advanced General Education Program. A High School Self-Study Program. ED 070 905

Academic Freedom

Academic Freedom, Academic Responsibility, Academic Due Process in Institutions of Higher Learning. Revised Edition. ED 071 547

Academic Freedom and Faculty Responsibility. ED 071 617

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Academic Performance

Distribution of Educational Performance and Related Factors in Michigan. The Sixth Report of the 1970-71 Michigan Educational Assessment Program.

ED 072 088

Accident Prevention

The Influence of Trigeminal Stimulation on Children's Judgements of Odor.

ED 071 774

Accounting

Computer-Based Instruction in Accounting Using the CREATE System.

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Accreditation (Institutions)

Accreditation: "Federalization" or "Nationalization?" Annual Report of the Executive Director National Commission on Accrediting.

ED 072 021

Institutional Profile of Concordia Senior College, Fort Wayne, Indiana.

ED 071 591

Acculturation

Correlates of Attitude Variability of Young Puerto Rican Men in Milltown, New England.

ED 072 138

Social Functions of Language in a Mexican-American Community. Anthropological Papers of the University of Arizona Number 22.

ED 071 784//

Achievement

Behavioral Objectives, Sequence, and Aptitude Treatment Interactions in CAI.

ED 071 443

Distraction, Response Mode, Anxiety, and Achievement in Computer Assisted Instruction.

ED 071 435

An Investigation of the Effects of An Experimental Training Program Using Achievement Motivation Training Concepts.

ED 071 009

Levels of Educational Performance and Related Factors in Michigan. The Fifth Report of the 1970-71 Michigan Educational Assessment Program.

ED 072 087

Achievement Gains

Incentives in Education Project, Impact Evaluation Report. Final Report.

ED 071 196

Achievement Need

Socialization of Need for Achievement in Boys and Girls.

ED 071 734

Achievement Rating

Distribution of Educational Performance and Related Factors in Michigan. The Sixth Report of the 1970-71 Michigan Educational Assessment Program.

ED 072 088

PEAPOL 1 (Program Evaluation at the Performance Objective Level) Technical Manual.

ED 072 221

Achievement Tests

Characteristics of College and Non-College Attendants Who Submitted ACT Scores to a Black College.

ED 072 172

An Evaluation of the Demonstrations Being Conducted by the University of Illinois and the MITRE Corporation of Their Respective Computer Assisted Instructional Systems. Annual Report.

ED 072 070

New York State Pupil Evaluation Program. School Administrator's Manual. Revised.

ED 071 162

Project Physics Tests 2, Motion in the Heavens.

ED 071 888

Project Physics Tests 3, The Triumph of Mechanics.

ED 071 893

Project Physics Tests 4, Light and Electromagnetism.

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Project Physics Tests 5, Models of the Atom.

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Project Physics Tests 6, The Nucleus.

ED 071 908

Technical Report of the 1970-71 Michigan Educational Assessment Battery. The Ninth Report of the 1970-71 Michigan Educational Assessment Program.

ED 072 089

Acoustic Phonetics

Phonetics: A Critical Analysis of Phonetic Theory and a Technic for the Practical Description of Sounds.

ED 071 482//

Action Research

The Professional Development of Correctional Personnel. An Action Research Report on Planned Change in the Military Justice System.

ED 072 179

Activism

A Contribution to a Theory of Organizations: An Examination of Student Protest.

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Handbook for Ecology Action.

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The Political Left on Campus and In Society: The Active Decades. Final Report.

ED 071 988

Responding to Student Unrest: A Guide for Administrators and Teachers.

ED 071 186

Revolutionary Education: Reasons and Ways.

ED 071 199

Socioeconomic-Ethnic Status Inconsistency Vis-A-Vis Students' Potential for Mobilization. An Examination of Status Relationships.

ED 070 997

Student Reaction to Campus Disruption: Spring '69.

ED 071 587

Urban Education: Student Unrest, Teacher Behaviors, and Black Power.

ED 072 160//

War Protest on U.S. Campuses During April, 1972.

ED 071 577

Youthpoll: 1971 Freshman Class.

ED 071 588

Activity Learning

Effectiveness of Mathematics Laboratories for Eighth Graders.

ED 071 858//

An Experiential Course for Teaching Social Science.

ED 071 993

Happy Math + Happy Teacher = Happy Kids.

ED 071 919

Outdoor Education. The Classroom Teacher Series in Health Education, Physical Education, and Recreation, No. 3. Revised Edition, 1970.

ED 071 805

The Relationship of Multiple Embodiments of the Regrouping Concept to Children's Performance in Solving Multi-Digit Addition and Subtraction Examples.

ED 071 859//

Resources for Individualizing Mathematics.

ED 071 918

The Slow Learner in Mathematics. NCTM Yearbook 35.

ED 071 870

Summer Journal.

ED 071 076//

Administrative Change

Administrative Needs for Career Education.

ED 072 292

The Change Agent's Guide to Innovation in Education.

ED 071 413//

Administrative Organization

Alternative Patterns of Governance for the Alberta Post-Secondary Educational System. Alternative Futures. Master Planning Monograph 2.

ED 071 607

The Modern Educational Bureaucracy and the Process of Change.

ED 071 164

Problems in the Organization and Administration of Career Education Programs. Bulletin, Vol. 16, No. 1.

ED 072 291

Proceedings of the Annual Seminar of the Association of Departments and Administrators in Speech Communication (1st, Chicago, July 6-8, 1972).

ED 071 126

A Rationale for Organization and its Application to Existing and Proposed Structures for Advanced Education in Alberta. Alternative Futures. Master Planning Monograph 5.

ED 071 606

Reforms in Washington: The Model School Division, 1963-1972. Final Report.

ED 072 161

Vocational-Technical Education and School District Organization.

ED 072 189

Administrative Personnel

Career Education Programs for the Disadvantaged. Appendix A of a Final Report.

ED 072 205

Consideration of a Model: Toward Possible Resolution of Some Professional Concerns.

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Tooling Up in the Talent Pool: A Proposal for Regional Administrative Internship Programs for Women.

ED 071 188

A Training Program for Supervisors for Evolve-ment of Skills in Curriculum Development and Evaluation. Final Report.

ED 071 166

Administrative Policy

Remarks Before the California Community Television Association. Cable Television: The Problems and the Policies.

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Administrative Principles

The Contributions of Business Management to Higher Education Management.

ED 071 609

Educational Public Relations Standards: For Programs, for Professionals.

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Administrative Problems

Problems in the Organization and Administration of Career Education Programs. Bulletin, Vol. 16, No. 1.

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Administrator Attitudes

Effects of Short-Term Facilitation Training on Attitudes.

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Organizational Climate and Attitudes Toward Educational Change: A Case Study.

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Why the Disadvantaged Drop Out: The Administrators' View.

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The Man in the Middle: The Role of the Principal.

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The Man in the Middle: The Role of the Principal.

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Administrator Selection

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Admission Criteria

Admission and Apprenticeship in the Building Trades Unions.

ED 072 233

Admission, Retention and Guidance of Teacher Candidates.

- ED 072 038
The Development of Selection Models for Pennsylvania Area Vocational Technical Schools: Phase I, Uses of Available Data. Preliminary Final Report.
- ED 072 196
Report of the Training Workshop on the Evaluation of Asian Educational Credentials (Vietnam, Laos, Cambodia, Thailand, Indonesia, Korea).
- ED 071 507
- Adolescents**
Adolescent Health in Harlem.
- ED 072 158
A Comparison of Responses of Adolescents to Narrative and Lyric Literature and Film.
- ED 071 074//
A Plan for a Life Skills Course for Northern Adolescents.
- ED 072 182//
The Problems and Needed Life Skills of Adolescents.
- ED 072 183//
Self-Image, Goal Blockage, Significant Other Influence, and Anticipatory Occupational Goal Deflection.
- ED 071 797
Summer Journal.
- ED 071 076//
A Working Bibliography of American Doctoral Dissertations in Children's and Adolescents' Literature, 1930-1971.
- ED 071 725
- Adult Basic Education**
Adult Basic Education Teacher Workshop, July 17 - July 28, 1972.
- ED 070 942
An Aid to Comprehensive Planning for Migrant Programs.
- ED 071 933
Creating Adult Basic Education Programs.
- ED 070 904
The Newspaper: Food for Thought at the Breakfast Table and in the Classroom of Adult Education.
- ED 070 939
Readings on Adult Education: 10th Conference of 100+ Proceedings.
- ED 070 935
The Summer of 72: An Assessment of the Adult Basic Education Institutes in Tennessee, 1972.
- ED 070 949
- Adult Characteristics**
Adult and Part-Time Students: Individuals in Higher Education.
- ED 070 981
Intellectual Functioning in Adults. Psychological and Biological Influences.
- ED 070 930//
- Adult Counseling**
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ED 072 059

Claim Adjuster (insurance) 1-57.40--Technical Report on Standardization of the General Aptitude Test Battery.
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Correction Officer (gov. ser.) 372.868--Technical Report on Development of USES Aptitude Test Battery.
ED 072 051

Garment Looper (knit goods) 6-14.410--Technical Report on Standardization of the General Aptitude Test Battery.
ED 072 065

Garment Packer (any ind.) 9-68.30--Technical Report on Development of USES Aptitude Test Battery.
ED 072 061

Glass Blower, Laboratory Apparatus (inst. & app.) 4-65.440--Technical Report on Standardization of the General Aptitude Test Battery.
ED 072 048

Hand Sewer, Shoes (boot and shoe) 788.884--Technical Report on Development of USES Aptitude Test Battery.
ED 072 049

Intercom Serviceman (any ind.) 5-83.418--Technical Report on Standardization of the General Aptitude Test Battery.
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Algebra: Level II, Unit 8, Lesson 1: Powers and Roots; Lesson 2: Geometry; Lesson 3: Number Series; Lesson 4: Advanced General Education Program. A High School Self-Study Program.
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Atomic Structure and Valence: Level II, Unit 10, Lesson 1; Chemical Bonding: Lesson 2; The Table of Elements: Lesson 3; Electrolysis: Lesson 4. Advanced General Education Program. A High School Self-Study Program.
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ED 070 907

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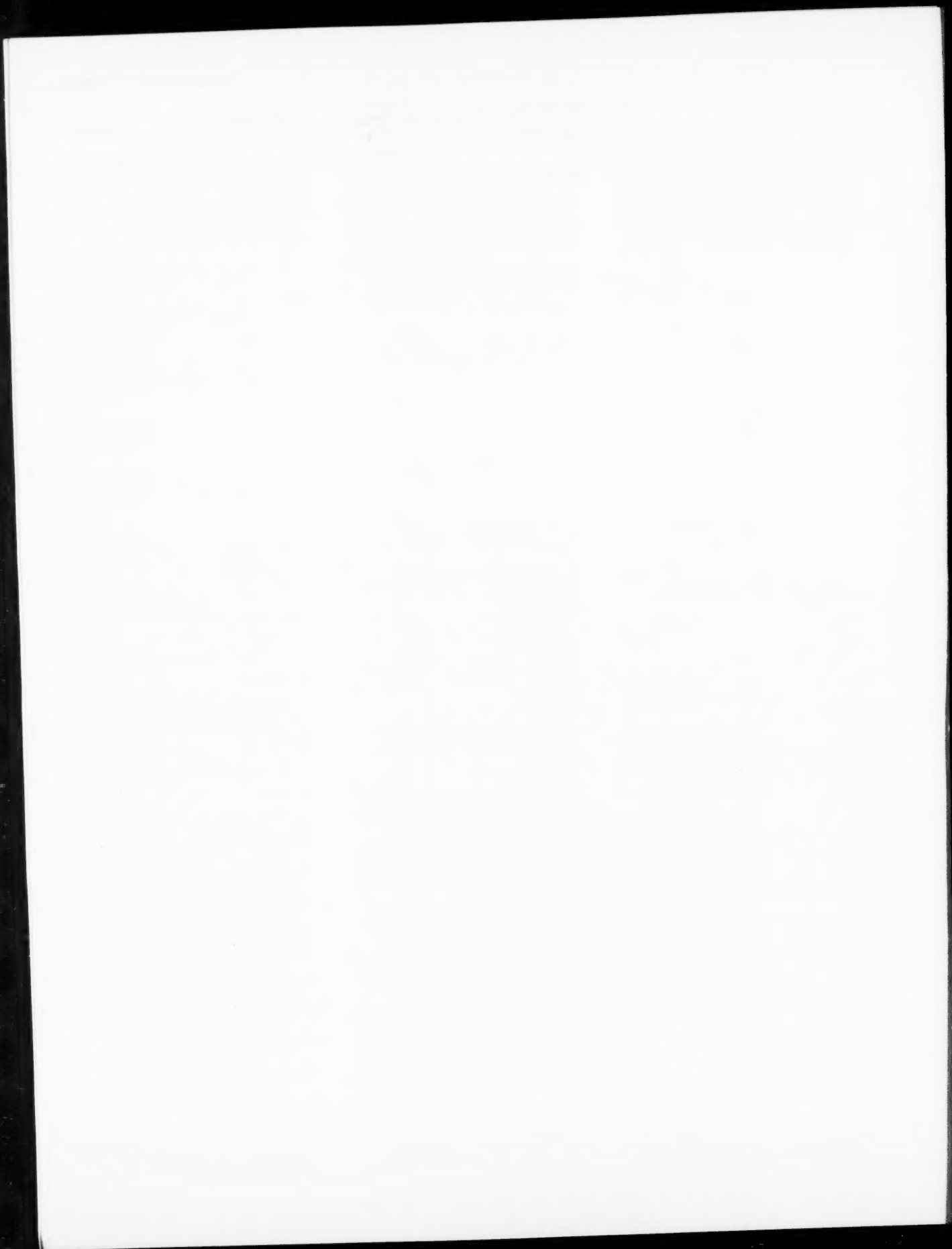
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JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
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NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January through December 1972 issues of *Research in Education (RIE)*:

AEROSPACE EDUCATION 140
UF Aerospace Science Education

AESTHETIC EDUCATION 140
UF Aesthetic Development

AIR INFLATED STRUCTURES 210

AIR SUPPORTED STRUCTURES 210

ALTERNATIVE SCHOOLS 470

Career Development
USE VOCATIONAL DEVELOPMENT

CASTE 490

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310
SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420
SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style

CONFIDENCE TESTING 190
SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice

CONSTRUCTION MANAGEMENT 020

CUTTING SCORES 190
SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose
UF Critical Scores

DECODING (READING) 440
SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420
SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060
SN Cue response to color, form, or size

Diplomacy
USE FOREIGN RELATIONS

Diplomatic Policy
USE FOREIGN POLICY

DISARMAMENT 480
UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060
UF Dissensus

DRUG EDUCATION 140
SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects

EDITORIALS 050

EXTERNAL DEGREE PROGRAMS 140

FAST TRACK SCHEDULING 020
SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210
SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

HUMANIZATION 490
SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

HYBRID AIR STRUCTURES 210

Intergovernmental Organizations
USE INTERNATIONAL ORGANIZATIONS

International Behavior
USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060
UF War Crimes

INTERNATIONAL LAW 230
UF International Legal Analysis
International Torts
Law of Nations

International Policy
USE FOREIGN POLICY

International Politics
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ITEM BANKS 520

Labor Demand
USE MANPOWER NEEDS

LAND ACQUISITION 020

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

LUNAR RESEARCH 450
SN Scientific activities designed to provide information about the origin, structure and properties of the moon
UF Lunar Exploration

MERIT PAY 220

MEXICANS 380
SN Citizens of Mexico

Military Policy
USE FOREIGN POLICY

MOLECULAR STRUCTURE 220

MORAL DEVELOPMENT 130

MULTIDIMENSIONAL SCALING 190

NEUROLINGUISTICS 290
SN A branch of linguistic science relating language behavior to the neurological sciences

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

OBSERVATIONAL LEARNING 310

OPEN EDUCATION 140
UF Open Schools

PARANOID BEHAVIOR 420

PAROCHIAL SCHOOL AID 220

PEACE 480
UF International Peace
World Peace

PERFORMANCE BASED TEACHER EDUCATION 140

SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do
UF Competency Based Teacher Education

PHYSICIANS ASSISTANTS 380
SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210**POLISH AMERICANS 380****POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society

PREGNANT STUDENTS 380**PROPERTY TAXES 230**

UF Ad Valorem Tax

PUNISHMENT 310**PUPPETRY 030**UF Puppets
Puppet Shows**RELOCATABLE FACILITIES 210****SEMANTIC DIFFERENTIAL 190****SEX DISCRIMINATION 480**UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

UPPER DIVISION COLLEGES 470

SN A college offering junior, senior, and graduate level courses only

VISUAL AIDS 050UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media**VISUAL LITERACY 010**

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment

WAR 480UF Civil War
Conventional Warfare
International War
Unconventional Warfare**WASTE DISPOSAL 410**

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids

UF Litter
Refuse**WOMENS STUDIES 110**

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